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ABSTRACT

The document, one of a series to assist in planning procedures for local and State vocational agencies, explains an information analysis system for realistic projection of future program planning and for monitoring of fund allocations for vocational education facilities projects. The system is called the State Vocational Education Applications--Management Information System (SVEA-MIS). The aspects of the system covered are data files, data collection, edit and input procedures, preliminary output reports and ranking procedure, recommended funding procedures, course close-out procedures, and RAMIS hints. Appendixes describe RAMIS, a proprietary software system; illustrative instructions for preparing vocational education applications; and preliminary design of facilities project data system. (MS)

A Vocational Education Planning System
FOR LOCAL SCHOOL DISTRICTS

NEW JERSEY STATE DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION
225 WEST STATE STREET
TRENTON, N.J. 08625

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STATE APPLICATION FUNDING PROCEDURES

Vol. IV

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A VOCATIONAL EDUCATION PLANNING SYSTEM FOR LOCAL SCHOOL DISTRICTS

Volume IV: State Application Funding Procedures

Produced For

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Linden

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July 1970 - June 1973

Acknowledgments

The Division of Vocational Education of the New Jersey State Department of Education has long recognized the need to introduce more science into the art of educational planning. This publication is an outgrowth of its efforts to devise more systematic, objective, and precise bases for program decisions. The Division has determined, moreover, that the key to the success of its system is to insure that the Local Education Agency has an advanced planning capability.

Grateful acknowledgment is given to Dr. Robert M. Worthington, former Assistant Commissioner of Education (DVE), for initiating this study and to Mr. Stephen Poliacik, Assistant Commissioner of Education (DVE), for his guidance and support in continuing the study when problems seemed insurmountable. Also, to Former Commissioner of Education, Dr. Carl L. Marburger, and Acting Commissioner of Education. Dr. Edward W. Kilpatrick for their support and patience. Appreciation is further expressed to the Superintendents of the five LEAs: Mr. Charles A. Boyle, Edison; Mr. Americo R. Taranto, Linden; Mr. Joseph R. Wilson, Somerset; Mr. Leonard A. Westman, Lower Camden County Regional High School; and Dr. J. Henry Zanzalari, Middlesex County Vocational Schools and Technical Institute for their cooperation and understanding.

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Series Preface

Planning is a universal concept based on the proposition that if you think a bit about what you intend to do, you are likely to do whatever it is better than if you don't think about it. This process of thinking ahead generally involves gathering information, analyzing the information and then formulating one or more courses of action to follow. The planning system presented here embodies these elements in operational procedures for planning for school districts.

The Vocational Education Planning System draws heavily upon a growing body of experience in educational planning which has been generated by Government Studies & Systems (GSS). The introduction describes these concepts. Out of this experience has evolved a set of planning techniques, particularly suited by design and through actual use, to enable effective planning. The bases for and uses of indicators, planning factors, forecasts, models and others of these techniques are clearly laid out in this manual as they appear in the normal course of the planning cycle.

This manual is one of several resulting from a project to design planning procedures for local and state vocational education agencies. This manual describes the overall planning process for LEAs. It is to be used in conjunction with the following manuals:

Volume I:	Local Education Agency User's Manual
Volume II:	Local Education Agency User's Data Collection Manual
Volume III:	Local Education Agency Planning Analyst's Procedures
Volume IV:	State Application Funding Procedures
Volume V:	Enrollment Forecasting Procedures
Volume VI:	Procedure for Estimating Adult and Post-Secondary Potential Enrollment
Volume VII:	Job Demand Forecasting Program
Volume VIII:	Training Materials
Volume IX:	Guide to Project Manuals

The most important ingredients in effective planning, however, are the people who do the planning. The planning team itself should include, at the very least, those who are going to be directly responsible for the execution of the plan, once developed, and those who are otherwise directly affected by the plan. People who participate in the planning process, who see their input take shape in a plan, tend to be better advocates and implementors of that plan.

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Historical Perspective

Until recently, vocational education was one of the most neglected educational fields. The attention paid to vocational education was sporadic, and usually unrelated to regional economics and student aspirations. Recognition of occupational training as a national concern came with the Vocational Education Act of 1963 and the Amendments of 1968. Although this recognition is most desirable, the increased resources which are available and the mandate to meet the needs of industry and students causes problems for vocational education agencies, particularly in allocating funds. All State and regional agencies which allocate sizeable chunks of money have allocation problems, but we are going to concentrate here on the allocation problems of the State vocational education agency.

A study completed in 1970* exposed the need for a comprehensive and integrated planning system in the New Jersey Division of Vocational Education: comprehensive because it would embrace all Division revenue sources, and integrated because it would show all revenue sources along with all Division activities and objectives, permitting an overall look at money available versus needs or requests.

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*Report on a Proposed Planning System for the New Jersey Division of Vocational Education, prepared by Government Studies Center of the Fels Institute of Local and State Government, University of Pennsylvania, Philadelphia, February 1970.

The Case for an Effective Information System

The 1970 study found that inadequacies in the information system constituted one weakness in vocational education administration. The existing Division information system was informal, although it did serve Federal and State reporting requirements. What was needed was a system which could project resources and needs. The 1970 study proposals for improvement were:

1. Reduce requests for data not used in Division decision-making.

2. Devise a more efficient means of dealing with requests for information which require collection techniques differing from the formal reports.

3. Produce information on which forecasts of future conditions and programs could be based, instead of reporting only current program dimensions.

4. Organize the reporting system to cut down excessive clerical work.

5. Create a more efficient overall system that encourages rather than discourages questions being raised. (Questions were discouraged because the amount of energy to locate, aggregate, and organize the information was so extensive.)

6. Tighten up the connection between Division management objectives and actual program performance.

7. Gather information on the impact of vocational programs on LEAs staff and space needs, taking all monies into account.

The old information system, in summary, may have been adequate to meet the formal Federal and State reporting requirements, but could not provide realistic planning information for State vocational education.

These proposals resulted in a decision to design and install a computer-based system which would help eliminate information-gap problems, and when fed the proper data, project realistically into the future. The resultant system is called the State Vocational Education Applications - Management Information System, and will be referred to as SVEA-MIS.

The SVEA-MIS is explained in the following chapters of this system's documentation manual, with the necessary procedures for operating the system.

Chapter 1

Introduction

Information for Decision-Making

Every State Vocational Education Division, as well as other public agencies, has the following problem:

> Each year the agency receives funds from Federal and State sources. The funds are to be used for specific purposes; for example, supporting the special costs of vocational education, or for the improvement of vocational programs. The agency, by legislation or choice, decides to allocate the funds on the basis of applications received from local agencies: school districts, vocational schools, community colleges, etc.

As a result several needs arise:

1. To create a system which insures that: applications are received, edited, and corrected; the data is filed and the files updated; reports and notices are produced.

2. To establish agency priorities.

3. To analyze the applications so that the funds are allocated according to legislative and administrative requirements and priorities.

4. To operate the system, usually on an annual basis, so that money is properly allocated.

Accordingly, the data system itself has several components, namely:

a. Data collection

b. Editing and review

c. File maintenance (updating)

d. File search, extraction and report generation.

SVEA-MIS will carry out processes, b, c, and d. It will support setting priorities, analyzing applications, and making funding decisions.

Overview of the State Vocational Education Applications - Management Information System

The SVEA-MIS is designed to store and maintain basic data about vocational education funding applications, and to process this applications data for the purpose of assisting in the allocation of funds. Accordingly, the system includes the following steps:

1. Analyze sources of funds to ascertain priorities and constraints, e.g., restrictions or mandated allocations.

2. Establish priorities and constraints for this year. (Use analyses of last year's actual funding for continuity of policy.*)

3. Send out guidelines setting forth policies and procedures for submitting applications. Return a printout of last year's LEA funding to continuing program applicants to speed up submission of funding applications.*

*These steps are assisted by SVEA-MIS. Examples of analysis reports are given in the volume and in Volume IX, Section 3.

4. Receive applications, edit them, and return for correction where needed. Evaluate the quality of proposed activities for which funds are requested. Enter application data into the MIS and make a final edit.*

5. Analyze the applications by summarizing and ranking them.* First, reports of request amounts by course are produced, reviewed, and corrections entered into the MIS where required. Next, recommended funding reports are produced for review based upon a ranking algorithm.

6. Allocate available funds by approving, partially approving, or rejecting each line item of the applications as provided in the ranking reports.

7. Obtain the necessary approvals and "sign-offs."

8. Notify applicants of final recommended funding available to them.*

9. Adjust for changes in cases of applicant dissatisfaction with their allocation, or for any other reason, and make additional allocations out of discretionary funds.

The nine steps listed above complete the formal application processing procedure. However, one more step is necessary:

10. Monitor the funded programs to insure that they meet the standards and objectives required.

---

* These steps are assisted by SVEA-MIS. Examples of analysis reports are given in the volume and in Volume IX, Section 3.

Figure 1 shows the sequence of steps just described and how SVEA-MIS supports them.

Purpose of Manual

This manual details the steps to process vocational education application requests. Applications data are collected, manually edited, and keypunched. The data are input into a preliminary computer files for editing purposes, and then into the major SVEA-MIS data files. Recommended, committed, and closeout vocational education funding reports are then produced.

The procedures for input of the data, performing error checks, and producing reports are written using the Rapid Access Management Information System (RAMIS), developed and supported by MATHEMATICA, Inc., Princeton, New Jersey. RAMIS is a computer program designed to assist the agency staff to easily store in and retrieve from a computerized system applications information. RAMIS provides three major services to users:

1 - A request language for specifying and obtaining reports.

2 - A transaction processing language for entering and updating stored data (file maintenance).

3. A data base structure, capable of storing information in a hierarchical manner, which reflects the natural order and ranking of the information.

RAMIS is available on a lease/purchase arrangement or surcharge arrangement with National CSS, Inc., Stamford, Connecticut, a time-sharing and batch computer service.

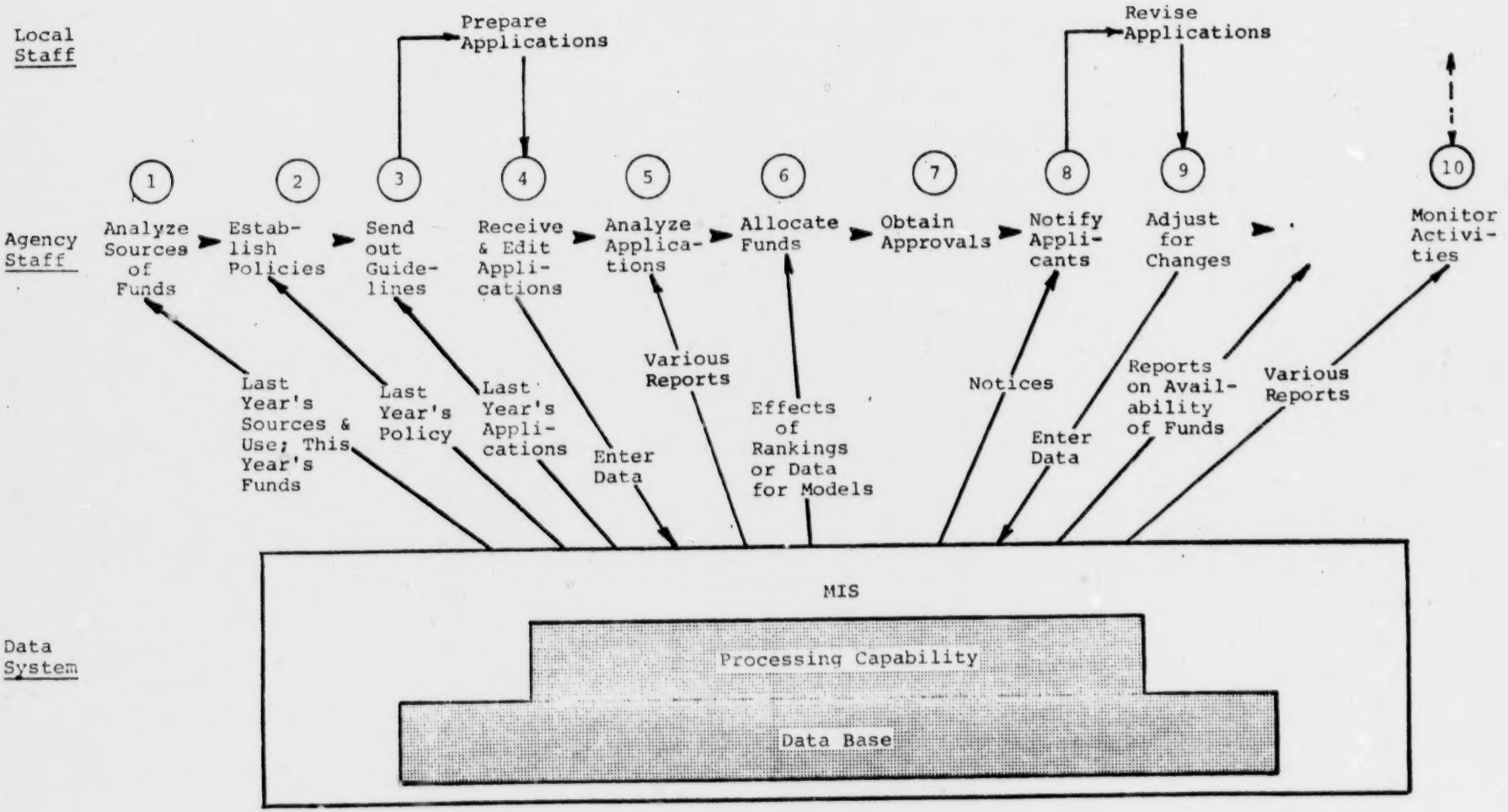


Figure 1

HOW SVEA-MIS SUPPORTS THE APPLICATION PROCESS

This manual assumes the user has general knowledge of RAMIS procedures for input, update, and output of data. All the specific RAMIS procedures for the input of applications data and producing required reports are included in this manual. In addition, Appendix A provides a discussion of RAMIS at a very general level.

Furthermore, this manual assumes that the data will be input and reports run using the National CSS, Inc., computer service. Accordingly, it is assumed that the user is familiar with CSS procedures for creating, inputting and editing CSS data files, and the CSS procedures for using RAMIS.

The following manuals should be referred to in using the procedures in this manual:

1. For information about RAMIS input, spinoff, and output procedures refer to the RAMIS Users Manual MATHEMATICA, Inc., Princeton, New Jersey.

2. For information about National CSS procedures, refer to the laster version of the VP/CSS Reference Manual, CSS FORTRAN Reference Manual, and the VP/CSS Edit Command Manual, National CSS, Inc., Stamford, Connecticut.

Chapter 1.1

Starting Up on NCSS

1.1.0 Contact and ask NCSS to create an ID and password for your use. After the ID is valid, create the PROFILE EXEC CSS file and set the permanent address.

1.1.1 Load from tape or offline punch to your ID the following CSS files:

```
WORKSH DATA
DESFILE DATA
INVO1 DATA
INVO2 DATA
EDTABIN DATA
PRELRPT DATA
REVUPL DATA
VEMAX FORTRAN
VESCORE FORTRAN
INFLUPL DATA
LMRANK DATA
CLRATE DATA
INVLRATE DATA
INCRANK DATA
PREPRINT FORTRAN
RECOM INPUT
RECOM TOTAL
NOTIF FORTRAN
CLOSED INPUT
```

Listing and descriptions of these files are presented in subsequent chapters.

Chapter 2

SVEA - MIS DATA FILES

2.0 Introduction

In this chapter, the SVEA-MIS RAMIS file descriptions for file NJVOC and file UPLEV are presented and the internal structure of RAMIS files are discussed briefly. The system data files and data for two fiscal years are already in the database. Procedures for maintaining the database are provided in subsequent chapters.

2.1 Files in SVEA-MIS

1. The SVEA-MIS is composed of the following files:

   NJVOC - is the applications data file in which is stored descriptive and financial information about vocational education funding request applications.

   UPLEV - is a file which is used to store data about the counties and LEA's in NJVOC, such as tax effort data, dropout rate data, state-aid data, etc. This file is used in conjunction with the ranking procedure described in Chapter 5.

2. Refer to Table 1 for the NJVOC file description and Table 2 for the UPLEV file description.

TABLE 1

FILE DESCRIPTION FOR FILE NJVOC

FIELD NO.	FIELD NAME	SYNONYM	TYPE	LEVEL	SEGMENT	DESCRIPTION
1	CO	CO	A2	1	30	County code. See Table 1
2	COUNTY	CON	A10	1	30	County name.
3	XCO	XCO	A8	1	30	extra fields - not used as yet
4	XICO	XICO	I8	1	30	
5	LEA	L	A4	2	15	LEA code.
6	LEA-NAME	LN	A50	2	15	LEA name.
7	LEA-TYPE	LTY	A4	2	15	Type of LEA (County-Voc., Area-Voc, etc.)
8	CONG-DIST	CD	A4	2	15	Congressional district code.
9	XLEA	XL	A8	2	15	extra fields - not used
10	XILEA	XIL	I8	2	15	as yet
11	APPL	A	A4	3	15	Application code (Program Area)
12	XA	XA	A8	3	15	extra fields
13	XIA	XIA	I8	3	15	
14	COURSE	C	A4	4	10	Course number.
15	COURSE-NAME	CN	A25	4	10	Course name.
16	OE-CODE	O	A8	4	10	OE code - See Appendix B
17	SCHOOL-NAME	SCHN	A25	4	10	School name.
18	FIRST-YR	FSYR	A2	4	10	Last 2 digits of first year of course
19	XCRS	XC	A8	4	10	extra fields
20	XICRS	XIC	I8	4	10	
21	APPL-YR	AY	A2	5	5	Application year. Identifies year of funding request, e.g. FY73, FY74, etc.
22	PURPOSE	PU	A4	5	5	Purpose code used to indicate purpose for which funds are to be used (See Table 3).
23	MINUTES	MIN	I4	5	5	No. of minutes/wk. teacher spends on course
24	TEACH-CERT	TC	A4	5	5	Whether or not teacher is certified
25	CRS-RANK	RANK	I4	5	5	See ranking procedure
26	LEVEL	LEV	I2	5	5	
27	STC	STC	I2	5	5	
28	REQ-LOC	RLOC	I8	5	5	Funds requested from local sources
29	TCHR-SAL	TSAL	I8	5	5	
30	REQ-SAL	RSAL	I8	5	5	Total funds requested for salaries in application for year cited in Item 21.
31	REQ-TRVL	RTRV	I8	5	5	Total funds requested for travel expenses in application for year cited in Item 21.

TABLE 1 (cont'd)

FIELD NO.	FIELD NAME	SYNONYM	TYPE	LEVEL	SEGMENT	DESCRIPTION
32	REQ-SUP	RSUP	18	5	5	Total funds requested for supplies costs in application for year cited in Item 21.
33	REQ-EQPPR	REQP	18	5	5	Total funds requested for equipment purchases in application for year cited in Item 21.
34	REQ-EQPRT	REQR	18	5	5	Total funds requested for equipment replacement in application for year cited in Item 21.
35	REQ-OTHERSAL	ROSAL	18	5	5	Total funds requested for other salaries in application for year cited in Item 21.
36	REQ-MISC	RMISC	18	5	5	Total funds requested for miscellaneous costs in application for year cited in Item 21.
37	REQ-TOT	RTOT	18	5	5	Total funds requested for application year.
38	COM-SAL	CSAL	18	5	5	Committed funds for salaries for the course, for the purpose, for the application year.
39	COM-TRVL	CTRV	18	5	5	Committed funds for travel expenses for the course, for the purpose, for the application year.
40	COM-SUP	CSUP	18	5	5	Committed funds for supplies costs for the course, for the purpose, for the application year.
41	COM-EQPPR	CEQP	18	5	5	Committed funds for equipment purchases for the course, for the purpose, for the application year.
42	COM-EQPRT	CEQR	18	5	5	Committed funds for equipment replacement for the course, for the purpose, for the application year.
43	COM-OTHERSAL	COSAL	18	5	5	Committed funds for other salaries for the course, for the purpose, for the application year.
44	COM-MISC	CMISC	18	5	5	Committed funds for miscellaneous costs for the course, for the purpose, for the application year.
45	COM-TOT	CTOT	18	5	5	Committed total funds for the course, for the purpose, for the application year.
46	STA-SAL	SSAL	18	5	5	Committed amounts provided by State (See Closeouts)
47	STA-TRVL	STRV	18	5	5	
48	STA-SUP	SSUP	18	5	5	
49	STA-EQPPR	SEQP	18	5	5	
50	STA-EQPRT	SEQR	18	5	5	
51	STA-OTHERSAL	SOSAL	18	5	5	

TABLE 1 (cont'd)

FIELD NO.	FIELD NAME	SYNONYM	TYPE	LEVEL	SEGMENT	DESCRIPTION
52	STA-MISC	SMISC	18	5	5	
53	STA-TOT	STOT	18	5	5	
54	LOC-SAL	LSAL	18	5	5	Committed amounts provided by local funding sources
55	LOC-TRVL	LTRV	18	5	5	
56	LOC-SUP	LSUP	18	5	5	
57	LOC-EQPPR	LEQP	18	5	5	
58	LOC-EQPRT	LEQR	18	5	5	
59	LOC-MISC	LMISC	18	5	5	
60	LOC-TOT	LTOT	18	5	5	
61	STUTY	STY	A4	6	1	Student type codes: R=regular, D=disadvantaged, and H=handicapped.
62	GRADE	G	A4	6	1	Grade code.
63	SEX	SEX	A1	6	1	Sex code (M or F)
64	ENROLL	STU	18	6	1	Total students of the student type of a sex in the grade of a course.

TABLE 2

FILE DESCRIPTION FOR UPLEV

LIST	FIELD NAME	SYNONYM	TYPE	LEVEL	SEGMENT
1	CO	CO	A2	1	10
2	COUNTY	CON	A10	1	10
3	LMA	LMA	A2	1	10
4	CTY-UNEMP-RT	CUR	F4.1	1	10
5	SMSA-CODE	SM	A4	1	10
6	CTY-TAX-EF	CTEF	F5.2	1	10
7	CTY-STATEAID	CSTAID	F7.2	1	10
8	CTY-DO-RATE	CDR	I4	1	10
9	LEA	L	A4	2	10
10	LEA-NAME	LN	A50	2	10
11	MOD-CITY	MOD	A4	2	10
12	CEN-CITY	CEN	A4	2	10
13	DISADV-AREA	DIS	A4	2	10
14	LEA-RATING	LEAR	I4	2	10
15	L-TAX-EF	LTEF	F5.2	2	10
16	L-STATEAID	LSTAID	F7.2	2	10
17	L-DO-RATE	LDOR	I4	2	10
18	LOC-CODE	LOC	I2	2	10
19	MOD-CODE	MDC	I2	2	10
20	TAX-CODE	TXC	I2	2	10
21	STAID-CODE	STDC	I2	2	10
22	LDO-CODE	LDC	I2	2	10

2.2 RAMIS Tree Structure

a. RAMIS stores the records of any file as a tree structure. This is illustrated for NJVOC in Exhibit I. Using tree structures reduces storage size and reduces the effort needed to update files. Every record of a file can be broken into sub-records. All fields on the same level within a record are in the same sub-record. Sub-records form the nodes of the tree. For example, in NJVOC every application (level 3), has county data (level 1) and the LEA data (level 2). It is only necessary to store county data once for all the LEA's in a county. And, it is only necessary to store LEA data once for all applications from the LEA.

Levels and segment sizes determine the tree structure of a file. Segment size refers to the number of sub-records in the block or segment allocated to each higher level sub-record at a time. For example, the segment size of level 2 might be 3 and the LEA level, 15. This means that for each county, data storage space is assigned for 15 LEA's. If more than 15 LEA's are needed, storage for another 15 is assigned, and so on. The choice of segment sizes reflects a trade-off between storage space and speed of searching a file.

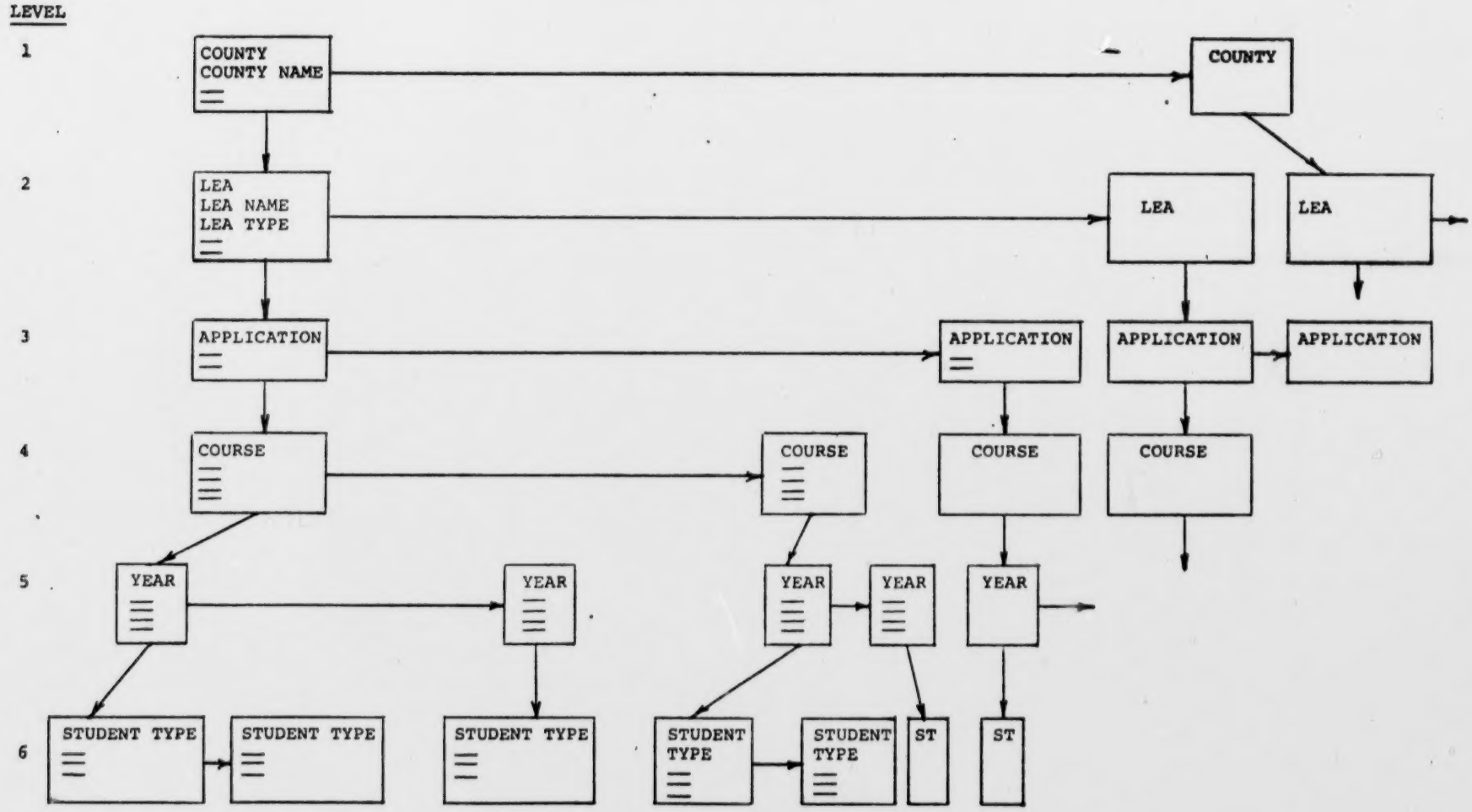
b. The Hierarchial tree structure designed for File NJVOC takes the following form:

LEVEL	DESCRIPTION
1	Data about a county.
2	Data about a local education agency within the county.
3,4,5	Levels which permit distinguishing applications on the basis of application or program area (level 3), course (level 4), and year (level 5). The application level permits the identification of each application area (i.e., program or subject) for which funds are requested by an LEA, for each course within the application area, and for each fiscal year the applications apply. An application for funds is for a particular fiscal year. Therefore, funding data, stored at level 5 is differentiated on the basis of application year, course, and application.
6	This level allows distinguishing the number of students of a given type and sex in a given grade, in a given course.

c. The hierarchial structure designed for File UPLEV takes the following form:

LEVEL	DESCRIPTION
1	Data about a county.
2	Data about an LEA within the county.

EXHIBIT I SCHEMATIC REPRESENTATION OF FILE NJVOC TREE STRUCTURE



Chapter 3

DATA COLLECTION

3.0 Introduction

Annually, LEAs submit vocational education funding request applications to the State Department of Education, Division of Vocational Education. The Division provides instructions for preparation of an application from LEAs. Applications are screened by Division personnel, corrections made, and keypunched in preparation for input to SVEA-MIS. This chapter describes procedures for application preparation, manual editing, and keypunching.

3.1 Preparation of Applications

1. LEAs prepare vocational education funding applications in accordance with the instructions provided annually by the Bureau of Vocational Management Services, Division of Vocational Education. Appendix B shows a copy of the FY74 preparation instructions for illustrative purposes.
   a. LEAs complete application Form NJDE531-1 (3/71), Application for Vocational Education Act...Program Funds, when requesting funds for a new course. Refer to Exhibit II for a copy of Form NJDE531-1.

EXHIBIT II

FORM NJDE531-1, APPLICATION FOR VOCATIONAL ACT...PROGRAM FUNDS - FOR NEW COURSES

IMPORTANT: Fill out one original and three copies of application including addenda and work sheets.

STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION

DO NOT WRITE IN SOXES			
Co.	LEA	Prog. Area	Page No.

Date: _____

APPLICATION FOR VOCATIONAL EDUCATION ACT AMENDMENT P.L. 90-576 PROGRAM FUNDS

Please answer questions briefly on this form. Guidelines must be read and followed carefully.

PART I

APPLICATION OVERVIEW

A. Local Educational Agency requesting funds: Name: _____ Code # of LEA: _____

County: _____ Phone: _____

B. Circle below the ONE Total Program Area for which funds are being requested on this application. A separate application form must be submitted for each Total Program Area. The Total Program Areas are the following:

a. Agricultural Education (Include Cooperative Education)
b. Distributive Education (Include Cooperative Education)
c. Health Occupations Education (Include Cooperative Education)
d. Home Economics Occupations (Include Cooperative Education)
e. Consumer and Homemaking Education
f. Office Occupations (Include Cooperative Education)
g. Technical Education (Include Cooperative Education)
h. Vocational-Industrial Education (Include Cooperative Education)
i. Employment Orientation
j. Introduction to Vocations
k. Technology for Children
l. Vocational Guidance and Counseling
m. Apprenticeship Training
n. Career Development (total sequential development N-Adult)

C. Staff member responsible for operating the Total Program Area:

Name: _____ Title: _____

School Address: _____ Phone: _____

NEXT, TURN TO INSIDE PAGE AND FILL OUT COURSE-RESOURCE REQUIREMENTS SHEET.

_____ of _____ Page(s)

If more than 17 courses are listed within this Total Program Area, use additional application forms and number pages accordingly.

NJDE 531-1 (3/71)

COURSE-RESOURCE REQUIREMENTS

Total Program Area _____

DO NOT WRITE IN BOX

Co.	LEA	Program Area	Page No.

Complete Section 1 Through 15 For Each Listed Course Where Applicable

Number	1 COURSE TITLE OR PROJECT	2 OE CODE (See Appendix)	3 Starting Date	3 Ending Date	4 Number of Weeks Course Is To Run	5 Check One: Continuing	5 Check One: Modified	5 Check One: New	6 PREVIOUS APPROVAL NUMBER	7 SCHOOL NAME Where Course/Project is Located	8 NAME OF TEACHER	9 Teacher Fully Certified or Qualified: Yes	9 Teacher Fully Certified or Qualified: No
01	12-56	31-43	( )	( )	( )								
02			71-47	50-51			51-53					7	
03													
04													
05													
06													
07													
08													
09													
10													
11													
12													
13													
14													
15													

GO ON TO ANSWER SECTION 9 BELOW CORRESPONDING TO CONTROL NUMBERS

KEY: R/Regular Students D/Disadvantaged Students H/Handicapped Students M/Male Students F/Female Students

control key from pg. 2-B

C

10

ESTIMATED GRADE LEVEL ENROLLMENT FOR LISTED COURSE

Line Control Number

		N-3 N3			4-6 46			7-8 78			9 09			10 10			11 11			12 12			Post Secondary PS			Adult: AA Apprentice			Adult: N Non-Apprentice		
		R	D	H	R	D	H	R	D	H	R	D	H	R	D	H	R	D	H	R	D	H	R	D	H	R	D	H	R	D	H
01	M																														
	F																														
02	M																														
	F																														
03	M																														
	F																														
04	M																														
	F																														
05	M																														
	F																														
06	M																														
	F																														
07	M																														
	F																														
08	M																														
	F																														
09	M																														
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10	M																														
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11	M																														
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12	M																														
	F																														
13	M																														
	F																														
14	M																														
	F																														
15	M																														
	F																														
16	M																														
	F																														
17	M																														
	F																														

*Submit separate work sheets for each course, listing by item how allocations requested in Section 13, b through f, are to be spent. If no allocations are requested in columns b through f, no work sheet need be submitted for that course.

D

8

1-8
Carried to
Page 2

11		12		13 THE AMOUNT SHOWN IN EACH SECTION, a THROUGH f, IS THE ACTUAL REQUEST FOR FEDERAL AND/OR STATE VOCATIONAL FUNDS 26-60						14	15	FOR STATE USE ONLY DO NOT WRITE IN SPACES BELOW								
		Number of Minutes Spent Per Week		a	b*	c*	d*	e*	f*			Check Purpose (Check One)								
Item Control Number	TEACHER'S TOTAL SALARY	On Listed Course	On Other Duties	Teacher Pro-Rated Salary for Listed Course	Teacher and Student Travel Costs (Field Trips In-State Only)	Supplies Costs	Tool and Equipment Purchase Costs	Equipment Rental Costs	Other Costs	TOTAL REQUEST FOR FUNDS (a through f)	LOCAL CONTRIBUTION	S	PS	A	DIS	HAN	C	D	F	G	H
10-11	12-17	18-21	22-25	26-31	32-36	37-42	43-48	49-54	55-60	61-66	67-72										
01												C2									
02																					
03																					
04																					
05																					
06																					
07																					
08																					
09																					
10																					
11																					
12																					
13																					
14																					
15																					
16																					
17																					

DO NOT WRITE IN BOXES

Co.	LEA	Prog. Area	Page No.

1-8

PART II

LONG RANGE PLAN FOR LOCAL EDUCATIONAL AGENCY
VOCATIONAL-TECHNICAL EDUCATION

(Fill In) _____
TOTAL PROGRAM AREA

	Fiscal Year of Funding Request	FY_____	FY_____	FY_____	FY_____
COST ESTIMATION	(10-16)	(24-30)	(38-44)	(52-58)	(66-72)
ENROLLMENT ESTIMATION	(17-23)	(31-37)	(45-51)	(59-65)	(73-77)

Descriptive Summary of Five Year Plan for Total Program Area Indicated Above

Briefly describe how this Total Program Area will contribute toward meeting the needs of students during the five years covered by the table. If the Total Program Area is geared specifically to filling manpower needs, the description should include an analysis of how the program's capability to supply persons for employment relates to present and anticipated manpower needs. Present and anticipated long range manpower needs should be compared, and on the basis of this comparison the LEA should make a judgment as to whether the program costs and enrollment should increase or decrease over the next five year period. This evaluation of actual and anticipated needs should be based primarily on Labor Market Area and County Manpower Forecasts (derived from census data and translated in terms of the Program Area OE Codes) which the Division of Vocational Education will supply. Where possible, the LEA should analyze the Total Program Area in terms of the job related clusters outlined in the OE Code List included in the Appendix.

In the cases where the Total Program Area is not geared mainly to filling manpower needs, other appropriate factors should be analyzed to justify the need for the program.

WRITE PLAN IN SPACE PROVIDED BELOW

F

Submit the original and two copies of this application to the County Superintendent for his signature. His office will retain one copy; the original and the other copy should be sent to: Dr. Robert M. Worthington, Assistant Commissioner of Education (State Director of Vocational Education, State Department of Education, Division of Vocational Education, 225 West State Street, Trenton, New Jersey 08625.) The remaining Copy will be retained by the LEA.

1. An Application for Approval of Proposed Changes in Secondary School Program (Form CI-1070) must be submitted to the Division of Curriculum & Instruction, Bureau of Administration and Supervision for each "new" or "modified" course.

. . .

2. Local Advisory Committee consulted in planning application? yes ☐ no ☐

. . .

3. I, the undersigned, certify that Parts I and II of this application were completed in accordance with the procedures outlined in the Guidelines and that this application is accompanied by Addendum A and B (if applicable); said Addenda to be considered part of the application. (check appropriate box if enclosed)

☐ Addendum A: Survey of Occupational Experience (if new teacher)

☐ Addendum B: Topical Outline of Proposed Course (if never previously approved)

Date:_____ Signed: _____

CHIEF ADMINISTRATIVE OFFICER OF THE LOCAL EDUCATIONAL AGENCY

. . .

4. I, the undersigned, have reviewed and recommend this application. Date:_____ Signed _____

COUNTY SUPERINTENDENT

. . .

5. IF APPLICABLE: As authorized Model Cities Agency representative in this school district, I, the undersigned, have reviewed and recommend this application.

Date: Signed:

DO NOT WRITE IN BOXES

Co.	LEA	Proc. Area	Page No.

1-8

E 9

PART II

LONG RANGE PLAN FOR LOCAL EDUCATIONAL AGENCY
VOCATIONAL-TECHNICAL EDUCATION

(Fill In) _____
TOTAL PROGRAM AREA

	Fiscal Year of Funding Request	FY_____	FY_____	FY_____	FY_____
COST ESTIMATION	10-16	24-30	38-44	52-58	66-72
ENROLLMENT ESTIMATION	17-23	31-37	45-51	59-65	73-79

Descriptive Summary of Five Year Plan for Total Program Area Indicated Above

Briefly describe how this Total Program Area will contribute toward meeting the needs of students during the five years covered by the table. If the Total Program Area is geared specifically to filling manpower needs, the description should include an analysis of how the program's capability to supply persons for employment relates to present and anticipated manpower needs. Present and anticipated long range manpower needs should be compared, and on the basis of this comparison the LEA should make a judgment as to whether the program costs and enrollment should increase or decrease over the next five year period. This evaluation of actual and anticipated needs should be based primarily on Labor Market Area and County Manpower Forecasts (derived from census data and translated in terms of the Program Area OE Codes) which the Division of Vocational Education will supply. Where possible, the LEA should analyze the Total Program Area in terms of the job related clusters outlined in the OE Code List included in the Appendix.

In the cases where the Total Program Area is not geared mainly to filling manpower needs, other appropriate factors should be analyzed to justify the need for the program.

WRITE PLAN IN SPACE PROVIDED BELOW

b. LEAs complete the RAMIS VEF APPLICATION WORKSHEET application forms and enrollment sheets when requesting funds for continuing (old) courses. The RAMIS WORKSHEET forms are generated from the SVEA-MIS using RAMIS procedures, and are mailed to the appropriate LEAs for completion. Refer to Exhibit III for an example of the RAMIS VEF APPLICATION WORKSHEET.

c. Completed applications are returned to:

Vocational Education Management Services
Division of Vocational Education
Department of Education
225 West State Street
Trenton, New Jersey

2. CSS file WORKSH DATA contains the RAMIS procedure for producing the VEF APPLICATION WORKSHEETS offline. Refer to Table 3 for listing of WORKSH DATA.

a. Edit WORKSH DATA using CSS edit procedures to change the fiscal year references to reflect the appropriate Fy and FY-1.

b. Execute WORKSH DATA by typing in CSS mode:

"ramisin worksh data"

EXHIBIT III

RAMIS VOCATIONAL EDUCATION FUNDING APPLICATION

WORKSHEET - FUNDING REQUEST FORM FOR CONTINUING COURSES

**********WORKSHEET - 90-576 FUNDING - CONTINUING COURSES - FY74 CHIEF ADMINISTRATIVE OFFICER _____

SEPT. 72 *** THIS PAGE LISTS COURSES OR PROJECTS FOR WHICH APPLICATION WAS MADE IN FY73. ***REFER TO PAGE 3 OF GUIDELINE *** COUNTY SUPERINTENDENT _____

CO-LEA	APPL	COURSE	CRSE-NAME	SCHOOL-NAME	OECODE	74TOTAL	FIRST_YEAR
--		73REOT	74COSTS		74COST&		
13-1390	F	01	CRSE-NAME_____	ESSEX CO VOC-TECH	OECODE		
		2160	74PRO_SAL____TRAV____SUPPLS____EQ_PUR____EQ_RENT____		SAL_OTHER____MISC____	____	____
		02	CRSE-NAME_____		OECODE		
		17386	74PRO_SAL____TRAV____SUPPLS____EQ_PUR____EQ_RENT____		SAL_OTHER____MISC____	____	____
		03	CRSE-NAME_____	ESSEX CO VOC-TECH	OECODE		
		4860	74PRO_SAL____TRAV____SUPPLS____EQ_PUR____EQ_RENT____		SAL_OTHER____MISC____	____	____
		04	CRSE-NAME_____	ESSEX CO VOC-TECH	OECODE		
		4860	74PRO_SAL____TRAV____SUPPLS____EQ_PUR____EQ_RENT____		SAL_OTHER____MISC____	____	____
		05	CRSE-NAME_____	ESSEX CO VOC-TECH	OECODE		
		1620	74PRO_SAL____TRAV____SUPPLS____EQ_PUR____EQ_RENT____		SAL_OTHER____MISC____	____	____
		06	CRSE-NAME_____	ESSEX CO VOC-TECH	OECODE		
		1620	74PRO_SAL____TRAV____SUPPLS____EQ_PUR____EQ_RENT____		SAL_OTHER____MISC____	____	____
		07	CRSE-NAME_____	ESSEX CO VOC-TECH	OECODE		
		1080	74PRO_SAL____TRAV____SUPPLS____EQ_PUR____EQ_RENT____		SAL_OTHER____MISC____	____	____
		08	CRSE-NAME_____		OECODE		
		1080	74PRO_SAL____TRAV____SUPPLS____EQ_PUR____EQ_RENT____		SAL_OTHER____MISC____	____	____
		09	CRSE-NAME_____	ESSEX CO VOC TECH	OECODE		
		1620	74PRO_SAL____TRAV____SUPPLS____EQ_PUR____EQ_RENT____		SAL_OTHER____MISC____	____	____
		10	CRSE-NAME_____		OECODE		
		106650	74PRO_SAL____TRAV____SUPPLS____EQ_PUR____EQ_RENT____		SAL_OTHER____MISC____	____	____
		11	CRSE-NAME_____		OECODE		
		50800	74PRO_SAL____TRAV____SUPPLS____EQ_PUR____EQ_RENT____		SAL_OTHER____MISC____	____	____

TABLE 3

CSS File WORKSHEET DATA - RAMIS Procedure

to Produce VEF Application Worksheets

```
OFFLINE
DEFINE
FILE NJVOC
--/A9='         '
OECODE/A18=IF O IS '         ' THEN 'OECODE_____' ELSE O
74COSTS/A57='74PRO_SAL_____TRAV_____SUPPLS_____EQ_PUR_____EQ_RENT_____'
74COST&/A23='SAL_OTHER_____MISC_____'
74TOTAL/A5='_____'
73REQT/I8=RTOT
CO-LEA/A7=CO|'-'|LEA
FIRST_YEAR/A4 = '____'
CNX/A3=EDIT(CN,'999$$$$$$$$$$$$$$$$$$$')
CRSE-NAME/A30=IF CNX EQ '    ' THEN 'CRSE-NAME_____' ELSE CN
END
TABLE
HEADING
    ************WORKSHEET - 90-576 FUNDING - CONTINUING COURSES - FY74
SEPT. 72 *** THIS PAGE LISTS COURSES OR PROJECTS FOR WHICH APPLICATION
         WAS MADE IN FY73. ***REFER TO PAGE 3 OF GUIDELINE ***
   CHIEF ADMINISTRATIVE OFFICER _____
.
   COUNTY SUPERINTENDENT _____
FILE NJVOC
WRITE -- AND 73REQT AND 74COSTS AND 74COST& AND 74TOTAL
AND FIRST_YEAR BY CO-LEA BY APPL BY C BY CRSE-NAME BY SCHN
BY OECODE
ON OECODE FOLD-LINE
IF AY IS 73
ON--SKIP LINE
ON APPL PAGE-BREAK
END
```

NOTE: Annually, adjust the FY-1 and FY to reflect the actual years. In the procedure above, FY-1 is 73 and FY is 74.

3.2 Manual Edit of Completed Applications

1. Completed applications are to be processed by Vocational Management Services personnel as follows:

   a. Sort applications into separate batches by county (maximum number of 21 batches). Applications are sorted into separate batches to facilitate the editing of keypunched cards later. Also, reference can be made to an application in a batch more easily than looking through all applications.

   b. Edit FORM NJDE531-1 (3/71) as follows:

      (1) Enter key field data (county code, LEA code, program area code, page) in the fields provided in the box in the right-hand corner of page A. Key field data should be annotated on subsequent pages for identification purposes. However, key field data will be picked up from page A for keypunching. Refer to Table 4 for county codes and Table 5 for Program area (application) codes.

TABLE 4

COUNTY CODES

County Code	County Name
01	Atlantic
03	Bergen
05	Burlington
07	Camden
09	Cape May
11	Cumberland
13	Essex
15	Gloucester
17	Hudson
19	Hunterdon
21	Mercer
23	Middlesex
25	Monmouth
27	Morris
29	Ocean
31	Passaic
33	Salem
35	Somerset
37	Sussex
39	Union
41	Warren

TABLE 5

PROGRAM (APPLICATION) CODES FOR FY74 AND FUTURE APPLICATIONS

Program Code	
A	Agricultural Education (including Cooperative Education)
B	Distributive Education (including Cooperative Education)
C	Health Occupations Education (including Cooperative Education)
D	Home Economics Education (including Cooperative Education)
E	Consumer and Homemaking Education
F	Office Occupations (including Cooperative Education)
G	Technical Education (including Cooperative Education)
H	Vocational-Industrial Education (including Cooperative Education)
I	Employment Orientation
J	Introduction to Vocations
K	Technology for Children
L	Vocational Guidance and Counseling
M	Apprenticeship Training
N	Career Development (total seqential development non-adult)

(2) Check data entries to insure they are numeric or alphanumeric, as appropriate, are up to the permitted number of characters for each field, and correct fields as necessary. Refer to the keypunch instructions below and the application preparation instructions for field formats.

(3) Special edit is required as follows:

(a) Line entries on pages C and D must correspond to the appropriate course line on page B, i.e., line 1 entries on pages B, C, and D are about the same course, line 2 on these pages correspond to the next course, and so on. Therefore, the financial data on page D for each course listed on page B must be on corresponding lines, and there must be financial data (page D) for each course.

(b) Enrollment data (page C) are limited to the finite list of enrollment categories provided in the preparation instructions. Accordingly, all

other data for other than the approved enrollment categories will not be used.

(c) Insure cost data are entered as whole numbers, i.e., dollar sign, commas, decimal points, and cents are invalid entries in the cost fields.

(d) Review the cost data for reasonableness, and correct, as appropriate, in consultation with the proper LEA. (The total cost field will not be keypunched and input to the system, but will be calculated by the system.)

(e) The FIRST-YEAR field (Item 5, page B) should have a check in the new column if the application year is the first year the course is to be given; otherwise enter the last two digits of the first year the course was given in the box marked "ongoing."

(f) The purpose code is entered by the program analysts at the State office. Only one purpose is allowed per course. To make things easier for the keypunchers, enter the purpose code in the first column given on page D, instead of checking the appropriate column. Refer to Table 6 for a list of purpose codes.

c. Edit RAMIS VEF APPLICATION WORKSHEET in accordance with Paragraph 2.2-1b above, as appropriate, and the following:

(1) Each WORKSHEET must have a completed enrollment sheet (page C) attached to it. Key-field data for page 2 (enrollment sheet) will be picked up by keypunchers from page 1.

(2) Enter the last two digits of the first year the course was given in the FIRST-YEAR field.

3.3 Keypunching Instructions

1. Keypunch FORM NJDE531-1 (3/71) as follows (item numbers in instructions below refer to fields in Exhibit III).

TABLE 6

PURPOSE CODE (FUND CATEGORIES)

Purpose Code	Purpose
A	Adult
DIS	Disadvantaged
HAN	Handicapped
PS	Post-Secondary
RES	Research
S	Secondary
D	Exemploy
G	Cooperative
F	Consumer and Homemaking Education

Card Columns Page A	Explanation
1-2	County (always numeric - pull application if not numeric and correct).
3-6	LEA - generally numeric, but alphabetics are valid.
7	Program areas on application are always alphabetic.
8	Page code (numeric 1-9 or alphabetic A-Z; this becomes the first digit of the course number).

NOTE: Columns 1-8 is the control key for every card in the set (Pages A through E of the application) and is punched on every card in the application set. The control key field is in the box in the upper right hand corner of the sheet.

Card Columns Page B	Explanation
1-8	Control key field from box in upper right hand corner.
9	Page Letter = B
10-11	Line Control number, preprinted, is always numeric.*
12-36	Item 1: Course title or project. Left Justify, typing exactly as appearing for up to 25 characters.

*Note: For FY74 processing, the course number consisted of the page number (punched in column 8) plus the line control number; this makes a three digit number; as you will notice, NJVOC allows 4 digits for the course number. This was set up to allow for a change that has not been made yet. It will be advisable to watch for any inconsistencies in this field that arise out of this change of policy.

Card Columns Page B Continued	Explanation
37-44	Item 2: OE Code. Left Justify, typing numbers only, without punctuation, for up to 8 digits.
45-49	Item 3: Starting Date. Left Justify, typing exactly as appearing for up to 5 characters in the form MM/YY where MM is the numeric code of the month and YY is the last two digits of the year.
50-54	Item 3: Ending Date. Left Justify, typing exactly as appearing for up to 5 characters in the form MM/YY as for the starting date.
55-56	Item 4: Number of Weeks the course is to run as a whole number. Round up if any fractions occur.
57-58	From Item 5 as follows: If there is a number in the "ongoing" box, punch the number. If "ongoing" is checked, punch XX; if New is checked, punch last two digits of the current year.
59-78	Item 7: School name; punch as it appears for up to 20 characters.**
79	Item 9 as follows: Punch Y if yes as checked, or N if no as checked.

**Note: For keypunching purposes, to allow the whole record to fit on one card, we only allowed 20 columns for the school name; the field in NJVOC is actually 25 characters.

Card Columns Page C	Explanation
1-8	Control key field from page B.
9	Page Letter = C.
10-11	Preprinted line control number.
12	"M" or "F".
13-48	Estimated Grade Level Enrollment. A maximum of up to 6 fields for grade level enrollment per card (for card type C) of each characters as follows:

First two characters of enrollment field - punch one of following abbreviations to identify enrollment categor :

Use	For	Use	For
N3	N-3	11	11
46	4-6	12	12
78	7-8	PS	Post-Secondary
09	9	AA	Apprentice
10	10	NA	Non-Apprentice
		UE	Ungraded Elementary
		US	Ungraded Secondary

Third character of enrollment field - punch R, D, or H, as appropriate to identify student type.

Fourth to sixth characters of field - punch the value contained under an enrollment category for a student type (right-justify, numerics only).

Use as many cards of this type as necessary to punch enrollment for a course.

Card Columns	
Page D	Explanation
1-8	Control key field from page B.
9	Page Letter = D.
10-11	Preprinted line control number.

NOTE: Except for Item 12, Number of minutes spent per week, all fields represent dollar figures: Use only whole dollars, dropping any decimals, dollar signs, and cents. Right justify, typing numerics only.

12-17	Item 11: Teachers total salary.
	Item 12: Number of minutes spent per week.
18-21	on listed courses
22-25	on other courses
	Item 13 as follows:
26-31	13a. Teacher Pro-Rated Salary
32-36	13b. Teacher and Student Travel
37-42	13c. Supplies Costs
43-48	13d. Tool and Equipment Purchase
49-54	13e. Equipment Rental
55-60	13f. Other Costs
61-66	Item 14: Total Request for funds
67-72	Item 15: Local Contribution
73-75	Purpose as follows: Purpose should be filled in first box under "FOR STATE USE ONLY", if not, type the 1-3 letter code which is in the box checked; Left-Justify.

Card Columns

Page E	Explanation
1-8	Control key field from box in upper right-hand corner.
9	Page Letter = E

NOTE: For cost figures, use only whole dollars, dropping any dollar signs, decimal prints, and cents. Right justify, and punch numerics only.

10-16	Cost Estimation, Fiscal Year of Funding Request.
17-23	Enrollment Estimation, Fiscal Year of Request.

Enter cost estimation and enrollment estimation for each of next four fiscal years:

24-30	Cost Estimation	FY 19NM
31-37	Enrollment Estimation	FY 19NM
38-44	Cost Estimation	FY 19NN
45-51	Enrollment Estimation	FY 19NN
52-58	Cost Estimation	FY 19NY
59-65	Enrollment Estimation	FY 19NY
66-72	Cost Estimation	FY 19NZ
73-79	Enrollment Estimation	FY 19NZ

2. Keypunch RAMIS VEF APPLICATION WORKSHEET as follows:

Card Column	
Card 1 - Descriptive Data	Explanation
1-2	CO - County Code
3-6	LEA
7-10	APPL - Application Code
11-13	COURSE - Course Code
14-38	CRSE-NAME
39-63	SCHOOL-NAME
64-71	OECODE
80	Enter 1
Card 2 - Financial Data	
1-13	Duplicate from Card 1
14-21	FY-1 REQT
22-27	PRO-SAL - Prorated Salary
28-33	TRAV - Travel Expenses
34-39	SUPPLS - Supplies Costs
40-45	EQ-PUR - Equipment Purchase Costs
46-51	EQ-RENT - Equipment Rental Costs
52-57	SAL-OTHER
58-63	MISC
64-71	FY TOTAL
72-73	FIRST-YEAR Code
74-76	Purpose (if change)
80	Enter 2

NOTE: Do not punch commas in numeric fields (Card 2, CC14-73). If field has ------- or blank, leave blank.

CARDS 1 and 2 include descriptive and financial data about the course.

Card 3 - Enrollment Data

1-2	County Code	Duplicate from Card 1
3-6	LEA	
7-10	Application Code	
11	Page Number	
12-13	Line control number - preprinted on form.	
14	M or F, as appropriate.	
15-74	Estimated grade level enrollment. A maximum of up to 10 fields of 6 characters each is permitted as follows:	

- First 2 characters of enrollment field is one of the following abbreviations to identify enrollment category for which an estimate is being recorded:

Use Code	For Enrollment Category	Use Code	For Enrollment Category
N3	N-3	12	12
46	4-6	PS	Post-Secondary
78	7-8	AA	Apprentice
09	9	NA	Non-Apprentice
10	10	UE	Ungraded-elementary
11	11	US	Ungraded-secondary

- Third character of field - punch R, D, or H, as appropriate to identify student type.

- Fourth to sixth characters of field - punch the value annotated under the enrollment category cited in the first two characters of the field for the student coded in the 3rd character of the field (right - justify, numerics only).

NOTE: Punch as many of the Enrollment Data cards as necessary per data sheet to enter the coded data, duplicating CC1-11 for each card after the first card. Cards should be punched for only lines with coded entries.

3. It is recommended that the total FY request on the worksheets (CARD 2, CC64-71) or FORM NJDE531-1 (3/71), (Page D, CC61-66) not be keypunched, since this amount is frequently not accurate. Furthermore, it is suggested that RAMIS be used to calculate the total.

Chapter 4

EDIT AND INPUT PROCEDURES

4.0 Introduction

Once the application forms have been completed, collected, manually edited, and keypunched, processing for inputting the data into SVEA-MIS can begin. In this chapter procedures for the input of data, including automated editing of data and input to SVEA-MIS RAMIS files, will be discussed.

4.1 Editing of Data

1. Editing of the keypunched cards is required to discover and correct any keypunch errors or other incorrect entries missed during the manual audit. The applications data is sorted and input into several CSS files. The CSS data files are then read into a RAMIS file used to store data to be edited. RAMIS tables are run to check for common errors. Action is then taken to correct any errors.

2. The batch card deck is sorted by card type by application type. A card type corresponds to the page letter of the application, and the application type to the new applications form (NJDE531-1) or WORKSHEET form.
   a. Each card type of the batch will be labelled as NN-MMAA, where NN is the application year, e.g. 74 MM is the batch number, e.g. 01, 03,...44, and so forth,

AA is any of the following:

W = old worksheet (one character)

E = old enrollment sheet (one character)

NB = page B new application form

NC = page C new application form

ND = page D new application form

(1) Thus, each batch will have up to five separate decks corresponding to page number by application type

(2) The label assigned above to a card type is also the filename of the CSS file in which the data will be stored.

b. First, divide the cards into three decks: one for the old worksheet cards, one for the old enrollment cards, and one pile for all the new cards. Before the two old decks, insert a card with "OFFLINE READ NN-MMAA" as defined in paragraph 4.12a above. Before the new cards, insert a card with "OFFLINE READ NN-MMAA." Send the data cards to NCSS to be input via the card reader. The new card must still be sorted by card type; in addition, the course number must be in one continuous field. As the cards are punched, the first digit of the course number is in column 8 and the last two digits are in 10 and 11. These digits can be switched with the CSS edit facility, and then the cards sorted by card-type with the CSS sort option. Then the file can be divided into three files with the naming conventions discussed.

c. A small RAMIS file called VOCXXX has been created to edit the applications data in the CSS files. The CSS file DESFILE DATA, shown in Figure 2, contains the RAMIS procedure which defines file VOCXXX to the MASTER file of the RAMIS data base.

(1) Use CSS edit procedures to edit DESFILE DATA so that the first two XX's of the file name VOCXXX correspond to the application year and the last X to differentiate various edit files, if more than one edit file is kept at the same time.

(2) The above file description was input to the RAMIS database by typing in CSS mode "ramisin desfile data." Refer to Table 7 for the file description of file VOCXXX.

d. CSS file INVO1 DATA contains the RAMIS procedure which inputs old applications data from the CSS files (Paragraph 4.1-2b) into the RAMIS file VOCXXX. See Table 8 for a listing of INVO1 DATA.

(1) Edit INVO1 DATA with CSS edit procedures to change the READ and FILE statements to use the appropriate file name of the data to be input.

(2) Execute INVO1 data by typing in CSS mode:

"ramisin invo1 data"

(3) Execution of the INCLUDE phase of INVO1 DATA can cause rejection of records if the key data (CO, LEA, APPL, C) in the enrollment record does not match the key data of a top level record entered in the INPUT step of INVO1 DATA.

(a) Check punch card to determine if fields conform to the description on the FORM and ORDER cards in INVO1 DATA, and also refer to the original application to check the key field data.

(b) Correct the data cards, input these corrected cards into a separate CSS file, and execute a CSS file which contains only the INCLUDE portion of INVO1 DATA.

Figure 2 - CSS File DESFILE DATA

```
INPUT
FILE MASTER
1=VOCXXX,1,20,COUNTY,CO,A2,$
2=2,10,LEA,L,A4,$
2=3,2,APPL,A,A4,$
2=4,4,COURSE,C,A3,$
4=COURSE-NAME,CN,A25,$
4=SCHOOL-NAME,SCHN,A25,$
4=OE-CODE,O,A8,$
4=FIRST-YR,FSYR,A4,$
4=TCHR-SAL,TSAL,I8,$
4=PURP-USE,PU,A4,$
4=LOC,LOC,I8,$
4=SRC-AMT,SA,I8,$
4=PRO-SAL,PSAL,I8,$
4=TRAVEL,TRV,I8,$
4=SUPPLS,SUP,I8,$
4=EQUIP-PR,EQP,I8,$
4=EQUIP-RT,EQR,I8,$
4=MISC-CST,MISC,I8,$
4=OTHER-SAL,OSAL,I8,$
2=5,2,STUTY,STY,A4,$
4=GRADE,G,A4,$
4=SEX,SEX,A1,$
4=ENROLL,STU,I8,$
END
```

TABLE 7

RAMIS FILE DESCRIPTION

FOR FILE VOCXXX*

PAGE 1

DESCRIPTION FOR RAMIS FILE NAMED VOC741 04/25/73

LIST	FIELD NAME	SYNONYM	TYPE	LENGTH	LEVEL	SEGMENT
1	COUNTY	CO	A	2	1	30
2	LEA	L	A	4	2	14
3	APPL	A	A	4	3	3
**4	COURSE	C	A	3	4	4
5	COURSE-NAME	CN	A	25	4	4
6	SCHOOL-NAME	SCHN	A	25	4	4
7	OE-CODE	O	A	8	4	4
8	FIRST-YR	FSYR	A	4	4	4
9	TCHR-SAL	TSAL	I	8	4	4
10	PURP-USE	PU	A	4	4	4
11	LOC	LOC	I	8	4	4
12	SRC-AMT	SA	I	8	4	4
13	PRO-SAL	PSAL	I	8	4	4
14	TRAVEL	TRV	I	8	4	4
15	SUPPLS	SUP	I	8	4	4
16	EQUIP-PR	EQP	I	8	4	4
17	EQUIP-RT	EQR	I	8	4	4
18	MISC-CST	MISC	I	8	4	4
19	OTHER-SAL	OSAL	I	8	4	4
20	STUTY	STY	A	4	5	2
21	GRADE	G	A	4	5	2
22	SEX	SEX	A	1	5	2
23	ENROLL	STU	I	8	5	2

*Replace the first two Xs with last two digits of fiscal year, and last X with a character to differentiate various RAMIS edit files in use.

**Course is given 3 characters, if all four are being used, the file description for VOCXXX must be changed accordingly.

TABLE 8

CSS FILE INV01 DATA - RAMIS Procedure for Inputting old applications data to RAMIS Edit file.

```
INPUT
READ/74-26W DATA
RECORD/80
ORDER/1,2,3,4,5,6,7,13,14,15,16,17,19,18,12,8,10
FORM/2,4,4,3,25,25,8,X9
FORM/X21,6,6,6,6,6,6,6,8,2,3
FILE VOCXXX
END
```

Reads page 1 of old applications form from CSS file and inputs to RAMIS file for editing

```
INCLUDE
READ/74-26E DATA
RECORD/80
ORDER/1,2,3,4,22,21,20,23,21,20,23,21,20,23,21,20,23,21,20,23,21,20,23,
ORDER/21,20,23,21,20,23,21,20,23,21,20,23
FORM/2,4,4,3,1,2,1,3,C2,C1,C3,C2,C1,C3,C2,C1,C3,C2,C1,C3,C2,C1,C3,
FORM/C2,C1,C3,C2,C1,C3,C2,C1,C3,C2,C1,C3
SET/20.21,22,23
FILE VOCXXX
END
```

Reads page 2 of old applications form from CSS file and inputs to RAMIS file for editing.

e. CSS file INVO2 DATA contains the RAMIS procedure which inputs new application data from the CSS files into the RAMIS file VOCXXX. See Table 9 for a listing of INVO2 DATA.

(1) Proceed as in paragraphs 4.1-2d, (1) to (2) to edit and execute INVO2 DATA procedure.

(2) Correct any rejected records as discussed in paragraph 4.1-2d, (3) above. In addition, the number of "D" card records entered in the file must equal the number of "B" card records input. Financial data ("D" records) are required for every course. Accordingly, if the number of "B" records is greater than D records, indicating missing financial records, run a RAMIS table testing for zeros in the funds fields.

(a) Refer to the original application or LEA, as appropriate, for missing financial data.

(b) Use RAMIS "SCAN" procedures to input the financial figures.

3. The RAMIS procedures in CSS file EDTABIN DATA will be executed to produce several RAMIS tables used to check certain common data errors such as total amount requested not being equal to the sum of the detail fields, invalid characters in all fields (dollar signs, commas, etc.) Refer to Table 10 for a listing of EDTABIN DATA.

a. Edit EDTABIN DATA using CSS edit procedures to change the file name, batch number, and RAMIS statements, as necessary, to reflect the appropriate file, batch and fiscal year applications being edited.

b. Execute EDTABIN DATA by typing in CSS mode:

"ramisin edtabin data"

TABLE 9

CSS FILE INVO2 DATA - Procedure for Inputting

new applications data to RAMIS Edit File

```
INPUT
READ/74-26NB DATA
RECORD/80
ORDER/1,2,3,4,5,7,8,6
FORM/2,4,1,X1,3,25,8,X12,2,20,X2
FILE VOCXXX
END
UPDATE
READ/74-26ND DATA
RECORD/80
ORDER/1,2,3,4,9,13,14,15,16,17,18,12,11,10
FORM/2,4,1,X1,3,6,X8,6,5,6,6,6,6,6,3
SET/9,10,11,12,13,14,15,16,17,18
FILE VOCXXX
END
```

```
INCLUDE
READ/74-26NC DATA
RECORD/80
ORDER/1,2,3,4,22,21,20,23,21,20,23,21,20,23,21,20,23,21,20,23,21,20,23,
ORDER/21,20,23,21,20,23,21,20,23,21,20,23
FORM/2,4,1,X1,3,1,2,1,3,C2,C1,C3,C2,C1,C3,C2,C1,C3,C2,C1,C3,C2,C1,C3,
FORM/C2,C1,C3,C2,C1,C3,C2,C1,C3,C2,C1,C3
SET/20,21,22,23
FILE VOCXXX
END
```

c. The tables in EDTABIN DATA accomplish the following:

(1) Table 10A will print a record if the sum of detail requests do not equal total requests.*

(2) Table 10B will print a record if a decimal point is in the OE code field.

(3) Table 10C will print a record if the total request field is zero.

(4) Table 10D will print a record if the total request field exceeds $100,000.

(5) Table 10E will print a record if the course name field is blank.

(6) Table 10F will print a record if the school name field is blank.

(7) Table 10G tests the first year field for a valid entry.

(8) Table 10H tests the student type field and sex field for valid code if enrollment value entered.

(9) Table 10I will print a record if total course enrollment is negative or exceeds 500.

(10) Table 10J provides a count of courses by LEA and by program.

d. Refer to the original applications or LEAs, as appropriate to determine correct data for errors discovered by reviewing the tables produced by executing EDTABIN DATA. Input corrections to the appropriate RAMIS edit files (VOCXXX) using the RAMIS SCAN or UPDATE features.

4.2 Input of Edited Data to Main SVEA-MIS File

1. Once the batch has been edited and corrected, the data can be input to NJVOC, the main file in SVEA-MIS. This is accomplished as follows:

*This is unnecessary if the total amount requested is not key-punched, but calculated by RAMIS, as suggested.

TABLE 10

CSS FILE EDTABIN DATA - Various RAMIS table (report) routines for editing applications data.

A.
```
OFFLINE
DEFINE
FILE VOCXXX
SUM/I8=PSAL + TRV+SUP+EQP+EQR+MISC+OSAL
FLAG/I1 = IF SUM NE SA THEN 1 ELSE 0
END
TABLE
HEADING
BATCH 74-26        4 DECEMBER, 1972
TABLE OF APPLICATIONS WHERE SUM OF DETAIL NOT EQUAL TO TOTAL REQUEST
.
NOTE:  PURPOSE ONLY APPEARS IF THERE IS A CHANGE
OR IT IS A NEW APPLICATION
FILE VOCXXX
PRINT PU AND SA AS '74-REQT' AND PSAL AND TRV AND SUP AND EQP AND
EQR AND MISC AND OSAL AND SUM BY CO BY L BY A BY C
ON C FOLD-LINE
IF FLAG IS 1
END
```

B.
```
TABLE
HEADING
BATCH 74-26  4 DECEMBER
CHECK TO SEE IF DECIMAL POINT PUNCHED IN OE CODE
.
FILE VOCXXX
PRINT O BY CO BY L BY A BY C
IF O IS $$.$$$$$
END
```

C.
```
TABLE
HEADING
BATCH 74-26   4 DECEMBER
CHECK TO SEE IF REQUEST IS ZERO
.
FILE VOCXXX
PRINT PU BY CO BY L BY A BY C
IF SA IS-LESS-THAN 1
END
```

TABLE 10 (cont'd)

D.
```
TABLE
HEADING
BATCH 74-26   4 DECEMBER
CHECK TO SEE IF REQUEST EXCEEDS $100,000
.
FILE VOCXXX
PRINT PU AND SA AS '74-REQT' AND PSAL AND TRV AND SUP AND EQP
AND EQR AND MISC AND OSAL BY CO BY L BY A BY C
ON C FOLD-LINE
IF SA IS-MORE-THAN 100000
```

E.
```
END
TABLE
HEADING
BATCH 74-26   4 DECEMBER
CHECK TO SEE IF BLANK COURSE NAME
.
FILE VOCXXX
PRINT CN BY CO BY L BY A BY C
IF CN IS '* $'
```

F.
```
END
TABLE
HEADING
BATCH 74-26    4 DECEMBER
CHECK TO SEE IF BLANK SCHOOL NAME
.
FILE VOCXXX
PRINT SCHN BY CO BY L BY A BY C
IF SCHN IS '* $'
```

G.
```
END
DEFINE
FILE VOCXXX
FLAG/I1 = IF FSYR LT '64' OR FSYR GT '74' THEN 1 ELSE 0
END
TABLE
HEADING
BATCH 74-26  4 DECEMBER
CHECK TO SEE IF VALID 'FIRST-YEAR' FIELD
.
FILE VOCXXX
PRINT FSYR BY CO BY L BY A BY C
IF FLAG IS 1
END
```

TABLE 10 (cont'd)

H.
```
DEFINE
FILE VOCXXX
BLANK/I1 = IF STY EQ ' ' AND STU EQ 0 THEN 1 ELSE 0
FLAG/I1 =IF (STY NE 'D' AND STY NE 'H' AND STY NE 'R') OR (SEX NE
'M' AND SEX NE 'F') THEN 1 ELSE 0
END
TABLE
HEADING
BATCH 74-26   4 DECEMBER
CHECK TO SEE IF VALID ENROLLMENT DATA
.
FILE VOCXXX
PRINT STY AND G AND SEX AND STU
BY CO BY L BY A BY C
IF BLANK IS-NOT 1
IF FLAG IS 1
```

I.
```
END
TABLE
FILE VOCXXX
WRITE STU AND HOLD BY CO BY L BY A BY C
END
DEFINE
FILE HOLD
FLAG/I1 = IF E05 LT 0 OR E05 GT 500 THEN 1 ELSE 0
END
TABLE
HEADING
BATCH 74-26  4 DECEMBER
CHECK TO SEE IF TOTAL COURSE ENROLLMENT IS NEGATIVE OR EXCEEDS 500
.
FILE HOLD
PRINT E05 BY E01 BY E02 BY E03 BY E04
IF FLAG IS 1
END
```

TABLE 10 (cont'd)

J.
```
TABLE
HEADING
BATCH 74-26    4 DECEMBER
COUNT COURSES BY LEA BY PROGRAM
.
FILE VOCXXX
COUNT C BY CO BY L BY A AS 'PROG'
END
```

a. Spinoff all edited data except enrollment, from the RAMIS file VOCXXX with the following procedure:

```
TABLEF
FILE VOCXXX
PRINT C AND CN AND SCHN AND O AND FSYR
AND TSAL AND PU AND LOC AND SA AND PSAL
AND TRV AND SUP AND EQP AND EQR AND MISC
AND OSAL AND SAVF BY CO BY L BY A
END
```

and include in NJVOC, the main RAMIS file in SVER-MIS, as follows:

```
INCLUDE
READ/FILE FTD4F001
ORDER/1,5,11,14,15,17,16,18,29,22,28,37,20,31,
      32,33,34,36,35
INSERT/21 = NN
FORM/2,4,4.3,25,25,8,4,8,4,8,8,8,8,8,8,8,8
SET/11
RECORD/160
FILE NJVOC
END
```

where FILE FT04F001 is the default spinoff file on NCSS when no FILEDEF is given.

NN Represents the last 2 numbers of the application year.

SET/11 Assumes that the CO and LEA are in the file from previous years. The APPL (application code)

may or may not be in the file. If the LEA is not in the file, it indicates an LEA which must be entered into the upper level file UPLEV and NJVOC. After the new LEA is input to file NJVOC with the appropriate LEA level data, such as LEA-name, LEA-type, etc., then the rejected records can be included in the file. The LEA must also be included in file UPLEV. See Paragraph 5.2 for detailed procedures for reviewing file UPLEV.

b. Since the default filedef for the save file was used in the previous step and a default spinoff is used in the next step, the following must be typed in to clear the filedef of the previous spinoff so that the new save file can be set up properly:

```
ERASE FILE FT04F001
IPL  CSS
```

c. Spinoff edited enrollment data from the RAMIS file VOCXXX as follows:

```
TABLEF
FILE VOCXXX
PRINT STY AND G AND SEX AND STV AND SAVE
BY CO BYL BYA BYC
IF STY IS-NOT '*$'
END
```

and include the enrollment data in NJVOC as follows:

```
INCLUDE
READ/FILE FT04F001
ORDER/1,3,11,14,61,62,63,64
INSERT/21 = NN
FORM/2,4,4,3,4,4,1,8
RECORD/32
SET/61
FILE NJVOC
END
```

Chapter 5

PRELIMINARY OUTPUT REPORTS AND RANKING PROCEDURES

5.0 Introduction

1. In Chapter 4, procedures were presented for editing applications data by batch and entering the edited data into the main SVEA-MIS file NJVOC. This procedure is repeated until all batches are processed and the data input to NJVOC. Accordingly, preliminary RAMIS reports can now be generated from NJVOC for further review and correction, and the courses "ranked" based upon course and LEA characteristics.

5.1 Preliminary Output Reports

1. CSS file PRELRPT DATA contains the RAMIS procedure for generating two RAMIS reports from NJVOC, one of which lists the total amount of funds requested across purpose by application, and another report which shows detail amounts, requested by county, by LEA, by application, and by course. The reports can be reviewed by the program analyst to insure that the applications data are now stored in NJVOC, and as a final error screen before processing continues. Refer to Table 11 for a listing of PRELRPT DATA.

   a. Execute PRELRPT DATA by typing in CSS mode:

      "ramisin prelrpt data."

TABLE 11

Listing of CSS File PRELRPT DATA

```
OFFLINE
TABLE
HEADING
REQUESTED AMOUNTS BY CO BY LEA
.
FILE NJVOC
WRITE RSAL AND RTRV AND RSUP AND REQP
AND REQR AND RMISC AND ROSAL AND RTOT
BY CO BY L BY LN BY A BY C BY CN
ON CN FOLD-LINE
ON L PAGE-BREAK
ON L SUB-TOTAL
IF AY IS 74
END
TABLE
HEADING
FY74 SUMMARY TABLE
REQUESTED AMOUNTS ACROSS PURPOSE BY APPLICATION
.
FILE NJVOC
WRITE RTOT AND ROW-TOTAL AND COLUMN-TOTAL
ACROSS PU BY A
IF AY IS 74
END
```

b. Refer to Exhibit IV and Exhibit V for samples of the reports referenced above.

c. Review the preliminary reports for any errors missed during the edit phase, such as blank fields, invalid punches, etc., and input the corrections into NJVOC using RAMIS SCAN procedures.

d. Volume IX, Section 3 shows other reports which can be produced by regular RAMIS table procedures.

5.2 Ranking Procedure

1. Introduction

a. The ranking procedure involves the ranking of funding requests for a course on the basis of certain course characteristics, such as students served (regular, handicapped, disadvantaged) and grade level, and LEA characteristics, such as state-aid per pupil, dropout rate, total tax-effort, model-city code, and location code. These basic data about a LEA are translated into codes which are used to calculate the course rank, the courses with the highest rank (largest number) being considered first for funding.

b. The ranking procedure requires the use of the "upper level" RAMIS file called UPLEV which was previously described in Chapter III. The last five fields of UPLEV (fields 18 to 22) contain the LEA's rank codes which are used to calculate the courses overall rank.

EXHIBIT IV

SAMPLE PRELIMINARY RAMIS REPORT OUTPUT

FROM NJVOC - TOTAL AMOUNT OF FUNDS REQUESTED

ACROSS PURPOSE BY APPLICATION

AND

EXHIBIT V

SAMPLE PRELIMINARY RAMIS REPORT OUTPUT

FROM FILE NJVOC - DETAIL AMOUNTS REQUESTED

BY COUNTY, BY LEA, BY APPLICATION AND BY COURSE

EXHIBIT IV

SAMPLE PRELIMINARY RAMIS REPORT OUTPUTS FROM NJVOC-
TOTAL AMOUNT OF FUNDS REQUESTED ACROSS PURPOSE BY
APPLICATION

FY74 SUMMARY TABLE
REQUESTED AMOUNTS ACROSS PURPOSE BY APPLICATION

APPL	PURPOSE A	D	DIS	F	G	HAN	PS	S	
A	57571	0	121176	0	4743	82532	82123	731236	1079381
B	79890	0	624064	0	1891923	16839	300678	424028	3337422
C	106323	0	55201	0	101623	74298	4434636	871010	5643091
D	70198	0	517389	65500	263540	40783	319262	676566	1953238
E	28153	0	49961	2420564	0	7299	0	0	2505977
F	62070	0	606237	0	1536368	87248	1543586	4333855	8169364
G	159952	0	141101	0	0	0	3216528	1062913	4580494
H	860328	13800	1529646	0	2435226	720381	1467679	14417732	21444792
I	0	0	2756499	0	0	4086061	62475	92295	6997330
J	34860	0	1172124	0	0	458318	41410	1761228	3467940
K	0	1063675	0	0	0	0	0	0	1063675
L	14800	0	549837	0	0	8720	253809	777590	1604756
M	418826	0	29640	0	0	0	0	0	448466
N	7700	84465	289530	0	0	26474	333241	802113	1543523
SCON	0	0	0	81203	0	0	0	0	81203
TOTAL	1900671	1161940	8442405	2567267	6233423	5608953	12055427	25950566	63920652

EXHIBIT V

SAMPLE PRELIMINARY RAMIS REPORT OUTPUT FROM FILE NJVOC-
DETAIL AMOUNTS REQUESTED BY COUNTY, BY LEA, BY APPLICATION
AND BY COURSE

REQUESTED AMOUNTS BY CO BY LEA

CO	LEA	LEA-NAME					APPL	COURSE	COURSE-NAME	
	PURPOSE	REQ-SAL	REQ-TRV	REQ-SUP	REQ-EQPR	REQ-EQRT	REQ-MISC	REQ-OSAL	74REQUEST	
09	0720	CAPE MAY COUNTY VOCATIONAL BOARD OF EDUCATION					A	101	AG & ENVIRONMENTAL SCI	
	S	14700	0	0	800	0		0	0	15500
							C	101	DENTAL ASSISTANT	
	S	7880	100	0	400	0		0	0	8380
								102	PRACTICAL NURSI NG I	
	PS	14220	200	0	300	0		0	0	14720
								103	NURSES' AIDE	
	PS	4000	0	0	200	0		0	0	4200
								201	HOSPITAL TECHNICI AN ASS'T	
	PS	8680	0	310	1600	0		0	0	10590
								202	MEDICAL ASS'T	
	S	8540	0	0	300	0		0	0	8840
								203	PRACTICAL NURSING II	
	PS	10580	0	0	300	0		0	0	10880
							D	101	GARMENT CONSTRUCTION	
	S	9705	0	600	200	0		0	0	10505
								102	SLIPCOVER, UPHOLSTERY	
	S	9380	0	600	400	0		0	0	10380
							F	101	OFFICE OCCUPATIONS	
	PS	10630	0	0	500	0		0	0	11130
							G	101	AUTOMOTIVE TECHNOLOGY	
	PS	13014	0	0	400	0		0		13414
								102	CONSTRUCTION TECH.	
	S	11680	0	0	250	0		0		11930
								103	ELECTRONICS TECH.	
	PS	9080	0	0	300	0		0	0	9380
								104	MARINE ENVIR. TECH.	
	S	9808	100	0	400	0		0	0	10308
								105	DRAFTING DESIGN TECH.	
	PS	12980	0	0	200	0		0	0	13180
							H	101	MECH ELEC REPAIR	
	S	9705	0	0	300	0		0	0	10005
								102	AUTOMOTIVE MECHANICS	
	S	9705	0	0	200	0		0	0	9905
								103	BEAUTY CULTURE	
	S	12380	0	0	0	0		0	0	12380
								104	BUILDING TRADES	
	S	11730	0	0	400	0		0	0	12130
								105	FOODS OCCUPATIONS	
	S	9380	0	0	0	0		0	0	9380
								106	PRINTING	
	S	9755	0	0	300	0		0	0	10055
								107	AIR COND & REFRIG	
	S	9705	0	0	0	0		0	0	9705

c. Procedures for the review of tax-effort data, state-aid data, and dropout rate data, and the determination of the corresponding ranks are described in Paragraphs 5.2-2a and 5.2-2b below. The determination of the rank code for model city data and location type data are presented in Paragraph 5.2-2c.

2. Review and Update of File UPLEV

a. CSS file REVUPL DATA contains the RAMIS procedures for generating a report from file UPLEV listing tax effort, state-aid per pupil and dropout rate by county, by LEA, and a report from File NJVOC showing LEA-name by county, by LEA. The former report is used to annotate changes in the data for tax effort, state-aid and dropout rate. The latter report is compared to the UPLEV report to insure there are corresponding LEA entries in both UPLEV and NJVOC. LEA's new to NJVOC requires that LEA level data applications received from must be input to UPLEV. See Table 12 for a listing of REVUPL DATA.

(1) Execute REVUPL DATA by typing in CSS mode:

"ramisin revupl data."

(2) Review the basic data on the UPLEV report against the most recent data provided by the Division of Vocational Education and as contained in Basic Statistical Data of New Jersey School Districts. Annotate the revised figures for tax-efforts, state-aid, and dropout rate on the printout. If a data element value is not provided for a LEA, use the appropriate county average.

TABLE 12

Listing of CSS File REVUPL DATA

```
OFFLINE
TABLE
FILE UPLEV
PRINT LTEF AND LSTAID AND LDOR
BY CO BY L
END
TABLE
FILE NJVOC
PRINT LEA-NAME
BY CO BY LEA
END
```

Generates a report from UPLEV which displays tax-effort, state-aid per pupil, and dropout rate by county by LEA.

Generates a report from file NJVOC which displays LEA name by county by LEA.

b. The rank codes for tax-effort, state-aid per pupil, and dropout rate are determined in the following steps:

(1) Execute the following procedure which creates a CSS file RANKCD DATA containing tax-effort, state-aid, and dropout rate by CO by LEA for every LEA in UPLEV: Type in "filedef 04 dsk ranked data p1 recfm fb lrecl 24 blksize 240" and run the following RAMIS procedure:

```
TABLE
FILE UPLEV
PRINT LTEF AND LSTAID AND LDOR AND SAVE
BY CO BY L
END
```

(2) Edit RANKCD DATA, using CSS edit procedures to:

(a) Input current values of the basic data (as annotated on the UPLEV report in Paragraph 5.2-b(1)(b)) for those LEA's in RANKCO DATA.

(b) Add basic data for LEA's not in RANKCO DATA and therefore not in file UPLEV (but appear in file NJVOC as determined in Paragraph 5.2-b(1) (b) above).

(3) CSS file VEMAX FORTRAN contains a fortran program which reads RANKCD DATA, determines the minimum and maximum values for tax-effort, state-aid and dropout rate, and calculates a decile value for each data element as the difference between the maximum and the minimum values divided by ten. CSS file VESCORE FORTRAN contains a fortran program which reads RANKCD

DATA and the decile value for the above data elements, determines the ranking codes for tax-effort, state-aid, and dropout rate, and creates a new CSS file UPLCODE DATA, in which is stored the rank codes and basic data. See Table 13 and Table 14 for VEMAX FORTRAN and VESCORE FORTRAN, respectively.

(d) Execute the VEMAX FORTRAN and VESCORE FORTRAN as follows: Type in the following FILEDEF statements to define a file being read as input (RANKCD DATA by VEMAX FORTRAN and the data set output (VEDEC DATA) by VEMAX FORTRAN:

```
"filedef 01 dsk rankcd data pl recfm fb lrecl
 24 blksize 240"
"filedef 03 dek vedec data pl recfm fb lrecl
 52 blksize 520"
```

Execute VEMAX FORTRAN by tying in "run vemax" Type in the follow FILEDEF statements to define the files being read as input (RANKCD DATA, VEDEC DATA), by VESCORE FORTRAN and the files being output (UPLCODE DATA) by VESCORE FORTRAN:

```
"filedef 01 dsk rankcd data pl recfm fb lrecl
 24 blksize 240"
"filedef 03 dsk vedec data pl recfm fb lrecl
 52 blksize 520"
"filedef 02 dsk uplcode data pl recfm fb lrecl
 32 blksize 320"
```

Execute VESCORE FORTRAN by typing in:

" run vescore"

(4) CSS file INFLUPL DATA contains the RAMIS procedure for updating file UPLEV with the data contained in CSS file UPLCODE DATA for both LEA's already entered

TABLE 13

Listing of CSS File VEMAX FORTRAN

```
      INTEGER D,DMX,DMN
      TMX=3.00
      TMN=5.00
      SMX=300.00
      SMN=200.00
      DMX=100
      DMN=0
C
2     READ(1,5,END=50) T,S,D
5     FORMAT(7X,F5.2,F7.2,I4)
      IF(T.EQ.0.0)GO TO  10
      IF(T.GT.TMN)GO TO  8
      TMN=T
      GO  TO  10
8     IF(T.LE.TMX)GO  TO  10
      TMX=T
10    IF(S.EQ.0.0)GO  TO 20
      IF(S.GT.SMN)GO TO  12
      SMN=S
      GO TO  20
12    IF(S.LE.SMX)GO  TO  20
      SMX=S
20    IF(D.GT.0)GO TO  30
      DMN=D
      GO  TO  2
30    IF(D.LE.DMX)GO TO  2
      DMX=D
      GO TO  2
50    RT=TMX-TMN
      RS=SMX-SMN
      RD=DMX-DMN
      XT=RT/10.
      XS=RS/10.
      XD=RD/10.
      REWIND 1
      XDMN = DMN
      WRITE (3,33) TMN, SMN, XDMN, XT, XS, XD
33    FORMAT (6F8.8)
      STOP
      END
```

TABLE 14

Listing of CSS File VESCORE FORTRAN

```
      INTEGER CO,LEA
      DIMENSION TI(10),SI(10),DI(10)
      READ(3,5)TMN,SMN,DMN,XT,XS,XD
5     FORMAT(6F8.2)
      DO 20 I=1,10
      XI=I
      TI(I)=(TMN+(XT*XI))
      SI(I)=(SMN+(XS*XI))
      DI(I)=(DMN+(XD*XI))
20    CONTINUE
4     READ(1,6,END=50)CO,LEA,T,S,IDO
6     FORMAT(A2,1X,A4,F5.2,F7.2,I4)
      D=IDO
      DO 7 I=1,10
      IF(T.GT.TI(I)) GO TO 7
      IT=I
      GO TO 12
7     CONTINUE
      IT=10
12    DO 8 I=1,10
      IF(S.GT.SI(I))GO TO 8
      IS=I
      GO TO 14
8     CONTINUE
      IS=I
14    DO 9 I=1,10
      IF(D.GT.DI(I))GO TO 9
      ID=I
      GO TO 16
9     CONTINUE
      ID=10
16    WRITE(2,30)CO,LEA,T,S,IDO,IT,IS,ID
30    FORMAT(A2,1X,A4,F5.2,F7.2,I4,3I2)
      GO TO 4
50    STOP
      END
```

into or new to file UPLEV. File UPLCODE DATA contains the revised tax-effort, state-aid, and dropout rate data, and the corresponding rank codes. See Table 15 for a listing of INFLUPL DATA.

(a) Execute INFLUPL DATA by typing in CSS mode:

"ramisin influpl data"

c. The rank codes based upon the LEA's locale (location-type being either urban, rural, or suburban) and its being in a model city area are determined as follows:

(1) The CSS file LMRANK DATA contains the RAMIS procedure which determines the location-code rank and model city code rank and inputs these codes into files UPLEV as follows:

(a) The DEFINE procedure determines the location code rank and model-city code rank for each LEA in UPLEV.

(b) The TABLEF procedure creates a spinoff file of these rank codes, and

(c) The UPDATE procedure enters these codes into items 18 and 19 of file UPLEV. See Table 16 for a listing of LMRANK DATA.

(2) Execute LMRANK DATA by typing in CSS mode:

"ramisin lmrank data"

d. The course rank is calculated in the following steps, once the rank codes for tax-effort, state-aid, dropout rate, location-type, and model-city type are determined:

TABLE 15

CSS File INFLUPL DATA

```
REVISE
READ/UPLCODE DATA
RECORD/32
FORM/2,4,5,7,4,2,2,2
ORDER/1,9,15,16,17,20,21,22
UPDATE/15,16,17,20,21,22
INCLUDE/9
FILE UPLEV
END
```

TABLE 16

CSS File LMRANK DATA

```
DEFINE
FILE UPLEV
LCCD/I1 = IF SM EQ 'SMSA' AND CEN EQ 'Y' THEN 3
     ELSE (IF SM EQ 'SMSA' AND CEN NE 'Y' THEN 1 ELSE 2)
MDCD/I1 = IF MOD EQ 'F' OR MOD EQ 'S' THEN 1 ELSE 0
END
TABLEF
FILE UPLEV
PRINT LCCD AND MDCD AND SAVE BY CO BY L
END
UPDATE
READ/FILE FT04F001
RECORD/8
ORDER/1,9,18,19
FORM/2,4,1,1
SET/18,19
FILE UPLEV
END
```

(1) CSS file CLRATE DATA contains the RAMIS procedure to calculate the LEA-RATING, field 14 in file UPLEV, for each LEA. The LEA-RATING calculation uses rank codes for the data elements specified in Paragraph 5.2-b(4) above.

(a) Refer to Table 17 for a listing of CLRATE DATA.

(b) Execute CLRATE DATA by typing in CSS mode:

"ramisin clrate data"

(2) CSS file INVLRATE DATA contains the RAMIS procedure to transfer the LEA-RATING by LEA from file UPLEV to the main file NJVOC and store the value in field 10, XILEA.

(a) Refer to Table 18 for a listing of INVLRATE DATA.

(b) Execute CLRATE DATA by typing in CSS mode:

"ramisin invlrate data"

(3) The two course-level "weights" used in calculating the rank are STC and LEV. STC refers to the type of student taking the course, i.e., regular, disadvantaged or handicapped. The weight assigned is as follows: if disadvantaged only or disadvantaged and handicapped, assign a weight of 2; if handicapped only then 1; all others assign a weight of 3. LEV refers to the level of the course, i.e., if the course is at the secondary level, adult level, etc. Refer to Table 19 for the RAMIS procedure used in FY74 applications processing to calculate STC.

TABLE 17

CSS File CLRANK DATA

```
DEFINE
FILE UPLEV
LR/I4 = STDC + TXC + LDC + MDC + (LOC*2)
END
TABLET
FILE UPLEV
PRINT LR AND SAVE BY CO BY L
END
UPDATE
READ/FILE FT04F001
RECORD/12
ORDER/1,9,14
FORM/2,4,4
SET/14
FILE UPLEV
END
```

TABLE 18

CSS File INVLRATE DATA

```
TABLEF
FILE UPLEV
PRINT LEAR AND SAVE BY CO BY L
END
UPDATE
READ/FILE FT04F001
RECORD/12
ORDER/1,5,10
FORM/2,4,4
SET/10
FILE NJVOC
END
```

The code for LEV is calculated in a way similar to that of STC with a weight of 3 assigned if there was any secondary enrollment, a weight of 1 if only adult enrollment, and all other levels a weight of 2.

In order to determine the variable locations of the different grade levels in the hold file (see Table 19), a preliminary table must be run on file NJVOC to list all the grade level possibilities in the file type in the following RAMIS commands:

```
TABLE
FILE NJVOC
COUNT ENRIES BY G
IF AY IS 74
IF STY IS-NOT '*$' OR XXXX (excludes "dummy"
                            records)
END
```

This will give an alphabetic listing of the grade levels in the file. The hold file referred to in Table 19 also stores the values in alphabetic order. The field names would thus be the same for county, LEA, APPL, and Course, and the Grades would be in order beginning with E05. Thus, a simplified example would be the following. Suppose there were three entries in the file for grade, one student with a grade of AA, one in grade 12 and one in grade 03.

TABLE 19

RAMIS Procedure Used in FY74 Processing to Calculate Course Level Rank Code - STC

```
TABLE
FILE NJVOC
WRITE STU AND HOLD ACROSS STY BY CO BY L
BY A BY C
IF STY IS NOT '* $' OR XXXX
IF AY IS 74
END
```

Selects from file NJVOC, all FY74 course records in which student type (STY) is not blank or does not have a dummy record. The field names have the following designations when using FILE HOLD:

NJVOC Field Name	FILE HOLD FIELD NAME
CO	E01
L	E02
A	E03
C	E04
STY=disadvantaged	E05
STY=handicapped	E06
STY=regular	E07

```
DEFINE
FILE HOLD
STUC /I1 = IF E05 NE 0 AND E07 EQ 0 THEN 2 ELSE
           (IF E06 NE 0 AND E07 EQ 0 THEN 1 ELSE 3)
END
```

Assigns a student code as follows:
2 if disadvantaged are enrolled and regular are not enrolled
1 if handicapped are enrolled and regular are not enrolled
3 for all other student enrollments

```
FILE HOLD
PRINT STUC AND SAVE BY E01 BY E02 BY
E03 BY E04
END
```

Saves the Student Code in a spinoff file FILE FT04F001

```
UPDATE
READ/FILE FT04F001
RECORD/16
ORDER/1,5,11,14,27
INSERT/21 = 74
FORM/2,4,4,4,1
SET/27
FILE NJVOC
END
```

Reads the student codes from FILE FT04F001 and inputs the code into field 27 of File NJVOC

The small table above would contain the following:

GRADE	COUNT
AA	1
03	1
12	1

Therefore, the hold file in the calculation routine would contain:

```
E05 = AA
E06 = 03
E07 = 12
```

The routine described in Table 19 would be modified as follows:

```
TABLE
FILE NJVOC
WRITE STU ACROSS G BY CO BY L
BY A BY C
IF STY IS-NOT '*$' or XXXX
IF AY IS 74
END

DEFINE
FILE HOLD
SLEV/I1 = IF E07 NE 0 THEN 3 ELSE
          (IF E05 NE 0 THEN 1 ELSE)
END

TABLE
FILE HOLD
PRINT SLEV AND SAVE BY E01 BY E02 BY E03
```

```
BY E04
END

UPDATE
READ/FILE FT04F001
RECORD/16
ORDER/1,5,11,14,26
INSERT/21 = 74
FORM/2,4,4,4,1
SET/26
FILE NJVOC
END
```

For more grade levels, modify the define statement accordingly.

(4) CSS file INCRANK DATA contains the RAMIS procedure for calculating the course rank based on the rank codes computed above and inserting this rank into file NJVOC. Refer to Table 20 for a listing of INCRANK DATA.

(a) Edit INCRANK DATA using CSS edit procedures to change in INSERT/line to reflect the appropriate fiscal year.

(b) Execute INCRANK DATA by typing in CSS mode:

"ramisin incrank data"

NOTE: Throughout the procedures described in Paragraph 5.2-b(4), spinoff files have been generated using the default filedef FILE FT04F001. Accordingly, once FILE FT04F001 is used in a step, it must be erased before the next spinoff is run. Furthermore, if the previous spinoff was run in the same sign-on session, you must also type "IPL CSS" to delete the previous FILE FT04F001 filedef.

TABLE 20

CSS File INCRANK DATA

```
DEFINE
FILE NJVOC
IRANK/I4 = XILEA + (STC*6) + (LEV*7)
END
TABLEF
FILE NJVOC
PRINT IRANK AND SAVE BY CO BY L BY A BY C
END
UPDATE
READ/FILE FT04F001
RECORD/20
INSERT/21 = 74
ORDER/1,5,11,14,25
FORM/2,4,4,4,4
SET/25
FILE NJVOC
END
```

1. Calculates course rank.

2. Saves course rank on spinoff file called FILE FT04F001.

3. Reads as input the spinoff reacted in Step 2 and inputs the course rank by LEA, by application, by course, and by year.

5.3 Generation of Ranking Output Reports

1. The ranking report for all application for a given application code for a fiscal year is generated by executing the RAMIS procedure listed in Table 21. This procedure is repeated for each application code, with the application code edited to reflect the appropriate rank report to be produced. Further the application year must be edited to reflect the appropriate fiscal year.

2. Exhibit VI presents a sample ranking report for all applications with application code B. Course data is displayed on two lines, each course in descending order of the course rank, by county, by LEA, by course, for an application. On the first display line, the course rank (CRS-RANK), county code (CD), LEA code (LEA), LEA-name (LNAME), course code (COURSE), and COURSE-NAME are presented. On the second display line are shown the total FY funds requested (74 REQUEST), the amounts requests by detail (REQ-SAL, REQ-TRVL, REQ-SUP, REQ-EQPR, REQ-EQRT, REQ-MISC, REQ-OSAL, and REQ-LOC), and the cumulative total (CUMTOT).

TABLE 21

RAMIS Procedure for Generating Ranking Report

```
DEFINE
FILE NJVOC
LNAME/A30 = EDIT (LN, '9999...9$...$')
END
```

1. Edits the LEA name to 30 characters. (There should be 30 9's and 20 $'s.)

```
TABLE
FILE NJVOC
PRINT RTOT AND RSAL AND RTRV AND RSUP
AND REQP AND REQR AND RMISC AND ROSAL
AND RLOC AND HOLD
BY A BY PU BY HIGHEST RANK
BY CO BY L BY LNAME BY C BY CN
IF A IS A
IF AY IS 74
END
```

2. Creates a hold file of requested detail amounts and total requested for an application.

```
DEFINE
FILE HOLD
OP/A4 = OP
CUMTOT/I8 = IF E02 NE OP THEN E09 ELSE
            E09 + CUMTOT
OP/A4 = E02
END
```

3. Calculates the cumulative total by purpose within application.

```
TABLE
FILE HOLD
PRINT E09 AND E10 AND E11 AND E12
AND E13 AND E14 AND E15 AND E16
AND E17 AND CUMTOT
BY E01 BY E02 BY HIGHEST E03
BY E04 BY E05 BY E06 BY E07 BY E08
ON E02 PAGE-BREAK
ON E08 FOLD-LINE
END
```

4. Prints ranking report for an application. This entire four step procedure is repeated for each application, editing the statements, as appropriate, to reflect the desired application and year.

EXHIBIT VI

FY74 APPLICATIONS

BY PROGRAM, BY PURPOSE, AND BY RANK

EXHIBIT VI

FY74 APPLICATIONS - RANKING PRINTOUT - 15 JANUARY, 1973
BY PROGRAM BY PURPOSE BY RANK

APPL	PURPOSE	CRS-RANK	CO	LEA	LNAME	COURSE	COURSE-NAME	CUMTOT
		74REQUEST	REQ-SAL	REQ-TRVL	REQ-SUP	REQ-EQPR	REQ-EQRT	REQ-MISC	REQ-OSAL	REQ-LOC	
5	PS	49	23	00CC	MIDDLESEX COUNTY COLLEGE	01	RETAIL COOP EDUCATION	
		31770	28400	1500	1070	800	0	0	0	0	31770
		43	23	00CC	MIDDLESEX COUNTY COLLEGE	02	INST IN BASIC RETL DISADV	
		8460	7250	300	760	0	150	0	0	0	40230
			24	00CC	OCEAN COUNTY COLLEGE	01	DIST ED	
		16833	16833	0	0	0	0	0	0	0	57063
						201	SMALL BUS ADMINISTRATION	
		5778	5778	0	0	0	0	0	0	750	62841
		38	11	00CC	CUMBERLAND COUNTY COLLEGE	101	MARKETING	
		2897	2300	0	0	597	0	0	0	0	65738
						102	ADVERTISING	
		6882	2700	0	600	3582	0	0	0	0	72620
						103	SALESMANSHIP	
		5093	2700	0	600	1793	0	0	0	0	77713
						104	RETAILING	
		6882	2700	0	600	3582	0	0	0	0	84595
						105	MARKETING RESEARCH	
		2300	2300	0	0	0	0	0	0	0	86895
						106	CREDIT AND COLLECTIONS	
		2700	2700	0	0	0	0	0	0	0	89595
						107	PERSONNEL MANAGEMENT	
		2600	2600	0	0	0	0	0	0	0	92195
						108	TRANSPORTATION	
		2300	2300	0	0	0	0	0	0	0	94495
						109	SALES MANAGEMENT	
		3897	2700	0	600	597	0	0	0	0	98392
						110	SALES PROMOTIONS	
		4691	2300	0	600	1791	0	0	0	0	103083
						111	INDUSTRIAL MARKETING	
		2700	2700	0	0	0	0	0	0	0	105783
		37	13	00CC	ESSEX COUNTY COLLEGE	101	DIST ED	
		18750	16000	300	150	2000	0	300	0	0	124533
			15	00CC	GLOUCESTER COUNTY COLLEGE	101	RETAILING TECH	
		24075	12500	1500	505	7570	500	1500	0	10000	148608
		32	03	00CC	BERGEN COMMUNITY COLLEGE	01	ELEMENTS OF MARKETING	
		9328	2028	300	0	0	0	0	7000	0	157936
						02	TEXTILES & APPARELS	
		8750	2350	400	0	0	0	0	6000	0	166886
						03	RETAIL ACCTG	
		17250	7562	0	0	0	0	0	9588	0	183936
						04	DIST EDUCATION	
		5087	5087	0	0	0	0	0	0	0	189023
						05	PRNCTPLES OF SALESMANSHIP	
		2800	1300	0	0	250	0	0	1250	0	191823
						06	RETAIL MERCHANDISING I	
		7999	1417	0	0	3407	0	0	3175	0	199822
						07	RETAIL MERCHANDISING II	
		5209	1175	200	0	0	0	0	3834	0	205031

Chapter 6

RECOMMENDED FUNDING PROCEDURES

6.0 Introduction

1. In this chapter, detailed procedures are provided for generating preprinted recommended funding forms and inputting recommended funding amounts into file NJVOC.

6.1 Producing the Preprinted Recommended Funding Form

1. Special forms with preprinted key field data are generated from file NJVOC for use by State program analysts, in assigning recommended funding amounts. The courses are listed in course rank order on the form, corresponding to the course order on the rank reports (See Exhibit VI for an example of a ranking report.) Program analysts enter the detail recommended funding amounts in the spaces provided on Form-R1. See Exhibit VII for an illustrative copy of Form-R1, Preprinted Recommended Funding Form.

   a. To produce the preprinted forms with the appropriate key data, perform the following steps:

      (1) First, generate a RAMIS spinoff file of the key data as follows:

Exhibit VII

Example of Preprinted Recommended Funding Form

RECOMMENDATIONS FORM

PREPARED BY _____ DATE _____

BUREAU OK _____ DATE _____

DIVISION OK _____ DATE _____

ENTER WHOLE DOLLARS

CNTY	LEA	LEA NAME	PROGRAM	COURSE	PURPOSE	SCHOOL NAME
17	2410	KEARNY BOARD OF EDUCATION	A	102	S	KEARNY HIGH SCHOOL

SALARY	TRAVEL	SUPPLIES	EQUIPMENT		SALARY-OTHER	MISC.	TOTAL
			PURCHASE	RENTAL			

CNTY	LEA	LEA NAME	PROGRAM	COURSE	PURPOSE	SCHOOL NAME
17	2410	KEARNY BOARD OF EDUCATION	A	103	S	KEARNY HIGH SCHOOL

SALARY	TRAVEL	SUPPLIES	EQUIPMENT		SALARY-OTHER	MISC.	TOTAL
			PURCHASE	RENTAL			

CNTY	LEA	LEA NAME	PROGRAM	COURSE	PURPOSE	SCHOOL NAME

SALARY	TRAVEL	SUPPLIES	EQUIPMENT		SALARY-OTHER	MISC.	TOTAL
			PURCHASE	RENTAL			

CNTY	LEA	LEA NAME	PROGRAM	COURSE	PURPOSE	SCHOOL NAME

SALARY	TRAVEL	SUPPLIES	EQUIPMENT		SALARY-OTHER	MISC.	TOTAL
			PURCHASE	RENTAL			

CNTY	LEA	LEA NAME	PROGRAM	COURSE	PURPOSE	SCHOOL NAME

SALARY	TRAVEL	SUPPLIES	EQUIPMENT		SALARY-OTHER	MISC.	TOTAL
			PURCHASE	RENTAL			

GSS/ NOV 72

```
TABLE
FILE NJVOC
PRINT SCHN AND SAVE
BY A BY PU BY HIGHEST RANK BY CO BY L BY LN BY C
END
```

The above procedure extracts key field data by course from file NJVOC and saves it on file FT04F001. The courses are listed in the same order as they appear on the ranking reports.

(2) Edit the file to insert 55 lines of x's preceding the first line of data. These x's are read by a FORTRAN program (See Table 22) as data and are printed out on the forms in the spaces where the key data would be printed. Since there are 5 lines of keys per page, these 55 lines of x's produce 11 pages of x's, to enable the printer operator to line up the forms properly so that the first line of key data is in place.

(3) CSS file PREPRINT FORTRAN contains a FORTRAN program which reads FILE FT04F001 and then prints the key data on Recommended Funding Form-R1. Table 22 lists PREPRINT FORTRAN. Type in the following statements in CSS mode to execute PREPRINT FORTRAN:

Table 22

CSS File PREPRINT FORTRAN

```
      IMPLICIT INTEGER (A-Z)
      DIMENSION LN(13),SCHN(7)
      DATA PURP/'XXX'/,AP/'XXXX'/
C
      PAGE=-10
C     START WITH A FILE CONTAINING THE DATA AS SPECIFIED, PRECEEDED WITH
C     50 RECORDS OF XXXXXXX... ALL THE WAY ACROSS, TO AID THE OPERATOR
C     IN LINING UP THE PAPER
      LINE = 5
    5 READ(1,1) A,PU,CO,LEA,LN,C,SCHN
    1 FORMAT(A4,A3,5X,A2,A4,12A4,A2,A3,1X,6A4,A1)
      IF(PU.EQ.PURP.AND.A.EQ.AP) GO TO 50
      GO TO 5
   10 READ(1,1,END=100) A,PU,CO,LEA,LN,C,SCHN
      IF(PURP.EQ.PU) GO TO 50
      PURP=PU
      GO TO 20
   50 IF(LINE.NE.5) GO TO 60
   20 LINE=0
      WRITE(6,2) PAGE,CO,LEA,LN,A,C,PU,SCHN
    2 FORMAT('1',84X,I4/////////' ',2X,A2,A4,12A4,A2,A4,1X,A3,
     11X,A3,6A4,A1///////)
      PAGE=PAGE+1
      LINE=LINE+1
      GO TO 10
   60 WRITE(6,3) CO,LEA,LN,A,C,PU,SCHN
    3 FORMAT(' ',2X,A2,A4,12A4,A2,A4,1X,A3,1X,A3,6A4,A1///////)
      LINE=LINE+1
      GO TO 10
  100 STOP
      END

15.30.44
```

```
FORTRAN PREPRINT (complies program)
FILEDEF 01 DSK FILE FT04001 P1
FILEDEF 06 PTR
RUN PREPRING (executes program)
```

Note: Contact a CSS consultant for instructions on setting up the forms on the printer. Also, preprinted forms are available from GSS.

6.2 Input of Recommended Funding Amounts to File NJVOC

1. When the Recommended Funding Forms are completed by the program analysts, keypunch the data as follows:

   a. Keypunch one 80 column card for each course on Form-R1 for which there are entries in the white sections of the course line as follows:

Card Columns	Field Name on Form	Explanation
1-2	CNTY	Always numeric. Enter preprinted county code. Punch preceding zero if necessary.
3-6	LEA	Alphanumeric. Enter preprinted course code, left-justify.
7	PROGRAM	Alpha. Enter preprinted program code.
8-10	COURSE	Numeric. Enter preprinted course code, left-justify.
11-13	PURPOSE	Alpha. Enter preprinted purpose code, left-justify
14-38	SCHOOL NAME	Alpha. Enter school name of up to 25 characters, left-justify.
39-44	SALARY	Numeric. Enter annotated amount for salary, right-justify
45-50	TRAVEL	Numeric. Enter annotated amount for travel, right justify.
51-56	SUPPLIES	Numeric. Enter annotated amount for supplies, right justify.
57-62	EQUIP-PURCHASE	Numeric. Enter annotated amount for equipment-purchase, right justify.

Card Columns	Field Name on Form	Explanation
63-68	EQUIP-RENTAL	Numeric. Enter annotated amount for equipment-rental, right justify
69-74	SALARY-OTHER	Numeric. Enter annotated amount for salary-other, right justify.
75-80	MISC	Numeric. Enter annotated amount for miscellaneous, right justify.

b. Do not punch LEA-NAME, TOTAL, or any dollar signs, decimal points, or commas in the amount fields.

2. Read the recommended funding card deck into CSS file RECOM DATA by inserting a header card with "OFFLINE READ RECOM DATA" in front of the deck, and send the card deck to NCSS to be input via card reader.

3. CSS file RECOM INPUT contains the RAMIS procedure for inputting the recommended funding amounts from RECOM DATA into the committed amount fields (Items 38-44) of file NJVOC. Refer to Table 23 for a listing of RECOM INPUT.

   a. Edit RECOM INPUT using NCSS edit procedures to change the INSERT/card to reflect the appropriate application year.

   b. Execute RECOM INPUT by typing in CSS mode:

      "ramisin recom input"

Table 23

CSS File RECOM INPUT

```
UPDATE
READ/RECOM DATA
RECORD/80
INSERT/21 = 74
ORDER/1,5,11,14,22,17,38,39,40,41,42,43,44
SET/17,22,38,39,40,41,42,43,44
FORM/2,4,4,3,4,25,6,6,6,6,6,6,6
FILE NJVOC
END
```

Procedure to input recommended funding amounts into file NJVOC

c. RECOM INPUT resets the school name and purpose as well as the recommended amounts to provide additional error correction for these two variables.

4. CSS file RECOM TOTAL contains the RAMIS procedure for calculating the total recommended amount and inserting this value into file NJVOC. Refer to Table 24 for a listing of RECOM TOTAL.

a. Edit RECOM TOTAL using NCSS edit procedures to change application year to reflect the appropriate year.

b. Execute RECOM TOTAL by typing in CSS mode:

"ramisin recom total"

6.3 Recommended Funding Reports

1. CSS file PRELRPT DATA (see Table 11) contains the RAMIS procedure for generating preliminary requested funding reports. However, this same procedure can be edited to generate recommended funding reports. Accordingly, the committed funding variable of file NJVOC (fields 38-45) are referenced in PRELRPT DATA in place of the requested funding amount variables (fields 30-37).

Table 24

CSS File RECOM TOTAL

```
DEFINE
FILE NJVOC
TOTAL/I8 = CSAL + CTRV + CSUP + CEQP + CEQR + COSAL + CSMISC
END
```

Calculates total recommended amount as sum of recommended detail amounts.

```
TABLEF
FILE NJVOC
PRINT TOTAL AND SAVE BY CO BY L BY A BY C
IF AY IS 74
END
```

Save total amount by CO by LEA by application by course for appropriate fiscal year.

```
UPDATE
READ/FILE FT04F001
RECORD/24
ORDER/1,5,11,14,45
SET/45
INSERT/21 = 74
FORM/2,4,4,4,8
FILE NJVOC
END
```

Inputs total recommended amount into file NJVOC.

a. Edit PRELRPT using CSS edit procedures to change report headings, the funding variables to CSAL, CTRV, CSUP, CEQP, CEQR, COSAL, CMISC, and CTOT, and AY to the appropriate year.

b. Execute PRELRPT DATA (as revised) by typing in CSS mode:

"ramisin prelrpt data"

2. Review the recommended funding reports and annotate any necessary corrections to the report.

a. Enter corrections to file NJVOC using RAMIS SCAN features, or keypunch key data and corrections and input using the RAMIS UPDATE feature.

6.4 Production of Final Notifications

1. Once recommended funding amounts have been input to the file, final notifications of recommended funding must be forwarded to LEAs for review. The notifications are produced in the following series of steps

a. Produce a RAMIS spinoff file, FILE FT04F001, containing the information to be printed on the notification forms by executing the following RAMIS procedure:

```
TABLE
FILE NJVOC
PRINT CN AND SCHN AND O AND PU AND RTOT AND CSAL AND
CTRV AND CSUP AND CEQP AND CEQR AND COSAL AND CMISC
AND CTOT AND SAVE BY CO BY L BY LN BY A BY C
IF AY IS 74
END
```

(1) Change AY, as appropriate, to reflect applications year.

b. CSS file NOTIF FORTRAN contains a FORTRAN program used to produce the notification forms. This program was used to produce the FY74 notification forms. Refer to Table 25 for a listing of NOTIF FORTRAN.

(1) Execute NOTIF FORTRAN by typing in the following in CSS mode:

(a) A FILEDEF statement defining the RAMIS spinoff file (FILE FT04F001) being read as input by NOTIF FORTRAN.

(b) "filedef 06 ptr.

(c) "run notif" courses NOTIF FORTRAN to execute.

c. Refer to Exhibit VIII for an example of an LEA VE Funding Notification Form.

(1) The header line of the form displayes the county code, LEA code, LEA name and the form page number.

Table 25

CSS FILE NOTIF FORTRAN

```
      IMPLICIT INTEGER(A-Z)
      DIMENSION LN(13),CN(7),SCHN(7),OE(2)
      PAGE=0
      KOUNT=0
      DATA OLEA/'XXXX'/
   10 READ(1,1,END=500) CO,LEA,LN,APPL,CRS,CN,SCHN,OE,PU,REQ,
     1SAL,TRV,SUP,EQP,EQR,OSAL,MISC,REC
      KOUNT=KOUNT+1
      IF(LEA.NE.OLEA) GO TO 40
      IF(LINES.EQ.15) GO TO 50
   20 WRITE(6,2) APPL,CRS,CN,SCHN,OE,PU
    2 FORMAT(/'+APPL ',A4,2X,'COURSE ',A3,2X,6A4,A1,2X,'SCHOOL ',
     16A4,A1,2X,'OE ',2A4,2X,'PURPOSE ',A3/
     2       ' ',5X,'____',9X,'___',2X,25('_'),9X,25('_'),
     15X,8('_'),10X,'___')
      WRITE(6,4) REQ,SAL,TRV,SUP,EQP,EQR,OSAL,MISC,REC
    4 FORMAT('+(REQ ',I6,')SAL ',I6,' TRV ',I6,' SUP ',I6,
     1' EQP-P ',I6,' EQP-R',I6,' OSAL ',I6,' MISC ',I6,
     2' TOT-REC ',I6,' ACCEPT___ REJECT___'/
     2       ' ',5X,6('_'),3(5X,6('_')),2(7X,6('_')),2(6X,6('_')),
     19X,6('_'))
      LINES=LINES+1
      GO TO 10
    1 FORMAT(A2,A4,12A4,A2,A4,A3,1X,2(6A4,A1),2A4,A3,1X,(I6,2X))9
40    PAGE=0
      OLEA=LEA
   50 PAGE=PAGE+1
      LINES=0
      WRITE(6,11)
   11 FORMAT('1NOTIFICATION OF 92-318 FUNDING FOR FY74',T61,
     1'INSTRUCTIONS:'/4X,'N.J. DIV. VOC-ED  FEBRUARY, 197',T62,
     2'1)THIS SHEET CONTAINS RECOMMENDED FUNDING FOR YOUR PROGRAM(S)'/
     313X,'_',T41,'_',T62,'2)PLACE AN "X" IN THE APPROPRIATE COLUMN (ACC
     4/REJ) FOR EACH COURSE')
      WRITE(6,12)
   12 FORMAT(' ',T13,'|SAL = BASIC PRO-RATED SALARY|',T62,
     1'3)SIGN SHEET(S) IN THE SPACE PROVIDED'/'+',T13,
     2'|OSAL = OTHER SALARIES',7X,'|',T62,'4)RETURN 1 COPY TO:  MR. STEP
     1HEN POLIACIK'/
     2       ' ',T14,'_',T41,'_'/' ',T83,'ASSISTANT COMMISSIONER',
     2' OF EDUCATION'/' ',T83,'DIVISION OF VOCATIONAL EDUCATION'/
     3' ',1X,'SIGNED  ',35('_'),T83,'STATE DEPT OF EDUCATION - 225 WEST
     4STATE STREET'/10X,'CHIEF ADMINISTRATION OFFICER',T83,
     5'TRENTON, NEW JERSEY  08625'/' ',T62,'5)COPY SHOULD BE RETURNED WI
     6THIN 15 DAYS AFTER RECEIPT OF FORM'/' ',129('-'))
      WRITE(6,13) CO,LEA,LN,PAGE
   13 FORMAT(/'+CO: ',A2,4X,'LEA: ',A4,T31,'LEA-NAME: ',12A4,A2,T108,
     1'NOTIFICATION PAGE ',I4/
     2       ' ',4X,'__',9X,'____',T41,50('_'),T120,
     2'____'//' ',129('-'))
        GO TO 20
  500 WRITE(6,99) KOUNT
   99 FORMAT('1THERE WERE ',I6,' RECORDS WRITTEN.')
      STOP
      END
```

EXHIBIT VIII

LEA VOCATIONAL EDUCATION RECOMMENDED

FUNDING NOTIFICATION FORM

Exhibit VIII LEA Vocational Education Recommended Funding Notification Form

NOTIFICATION OF 92-318 FUNDING FOR FY74
N.J. DIV. VOC-ED FEBRUARY, 1973

|SAL = BASIC PRO-RATED SALARY|
|OSAL = OTHER SALARIES _|

SIGNED _____
CHIEF ADMINISTRATION OFFICER

INSTRUCTIONS:
1)THIS SHEET CONTAINS RECOMMENDED FUNDING FOR YOUR PROGRAM(S)
2)PLACE AN "X" IN THE APPROPRIATE COLUMN (ACC/REJ) FOR EACH COURSE
3)SIGN SHEET(S) IN THE SPACE PROVIDED
4)RETURN 1 COPY TO: MR. STEPHEN POLIACIK
ASSISTANT COMMISSIONER OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION
STATE DEPT OF EDUCATION - 225 WEST STATE STREET
TRENTON, NEW JERSEY 08625
5)COPY SHOULD BE RETURNED WITHIN 15 DAYS AFTER RECEIPT OF FORM

CO: 02 LEA: 0720 LEA-NAME: CAPE MAY COUNTY VOCATIONAL BOARD OF EDUCATION NOTIFICATION PAGE 1

APPL	A	COURSE	01	AG & ENVIRONMENTAL SCI		SCHOOL	CAPE MAY CO VO				OE	010105	PURPOSE	S					
(REQ	15,000)	SAL	14700	TRV	0	SUP	0	EQP-P	300	EQP-R	0	OSAL	0	MISC	0	TOT-REC	15000	ACCEPT	REJECT
APPL	C	COURSE	01	DENTAL ASSISTANT		SCHOOL	CAPE MAY CO A V T S				OE	070101	PURPOSE	S					
(REQ	8380)	SAL	7880	TRV	100	SUP	0	EQP-P	400	EQP-R	0	OSAL	0	MISC	0	TOT-REC	8380	ACCEPT	REJECT
APPL	C	COURSE	02	PRACTICAL NURSING I		SCHOOL	CAPE MAY CO A V T S				OE	070302	PURPOSE	PS					
(REQ	14720)	SAL	14220	TRV	200	SUP	0	EQP-P	300	EQP-R	0	OSAL	0	MISC	0	TOT-REC	14720	ACCEPT	REJECT
APPL	C	COURSE	03	NURSES' AIDE		SCHOOL	CAPE MAY CO A V T S				OE	070303	PURPOSE	PS					
(REQ	4200)	SAL	4000	TRV	0	SUP	0	EQP-P	200	EQP-R	0	OSAL	0	MISC	0	TOT-REC	4200	ACCEPT	REJECT
APPL	C	COURSE	201	HOSPITAL TECHNICIAN ASS'T		SCHOOL	CAPE MAY CO VTC				OE	070305	PURPOSE	PS					
(REQ	10520)	SAL	8970	TRV	0	SUP	330	EQP-P	1000	EQP-R	0	OSAL	0	MISC	0	TOT-REC	10500	ACCEPT	REJECT
APPL	C	COURSE	202	MEDICAL ASS'T		SCHOOL	CAPE MAY CO VTC				OE	070304	PURPOSE	S					
(REQ	8840)	SAL	8560	TRV	0	SUP	0	EQP-P	320	EQP-R	0	OSAL	0	MISC	0	TOT-REC	8880	ACCEPT	REJECT
APPL	C	COURSE	203	PRACTICAL NURSING II		SCHOOL	CAPE MAY CO VTC				OE	070302	PURPOSE	PS					
(REQ	10880)	SAL	10220	TRV	0	SUP	0	EQP-P	300	EQP-R	0	OSAL	0	MISC	0	TOT-REC	10880	ACCEPT	REJECT
APPL	D	COURSE	01	GARMENT CONSTRUCTION		SCHOOL	CAPE MAY CO VOC-TECH S				OE	1733	PURPOSE	S					
(REQ	10525)	SAL	9385	TRV	0	SUP	630	EQP-P	200	EQP-R	0	OSAL	0	MISC	0	TOT-REC	10505	ACCEPT	REJECT
APPL	D	COURSE	02	SLIPCOVER, UPHOLSTERY		SCHOOL	CAPE MAY CO VOC-TECH S				OE	090204	PURPOSE	S					
(REQ	10380)	SAL	9380	TRV	0	SUP	600	EQP-P	400	EQP-R	0	OSAL	0	MISC	0	TOT-REC	10380	ACCEPT	REJECT
APPL	E	COURSE	01	OFFICE OCCUPATIONS		SCHOOL	CAPE MAY CO VOC-TECH				OE	140700	PURPOSE	PS					
(REQ	11130)	SAL	10630	TRV	0	SUP	0	EQP-P	500	EQP-R	0	OSAL	0	MISC	0	TOT-REC	11130	ACCEPT	REJECT
APPL	G	COURSE	01	AUTOMOTIVE TECHNOLOGY		SCHOOL	CAPE MAY COUNTY AVTS				OE	160104	PURPOSE	PS					
(REQ	13914)	SAL	13014	TRV	0	SUP	0	EQP-P	400	EQP-R	0	OSAL	0	MISC	0	TOT-REC	13414	ACCEPT	REJECT
APPL	G	COURSE	02	CONSTRUCTION TECH.		SCHOOL	CAPE MAY COUNTY AVTS				OE	16010500	PURPOSE	S					
(REQ	11310)	SAL	11060	TRV	0	SUP	0	EQP-P	250	EQP-R	0	OSAL	0	MISC	0	TOT-REC	11250	ACCEPT	REJECT
APPL	G	COURSE	03	ELECTRONICS TECH.		SCHOOL	CAPE MAY COUNTY AVTS				OE	160108	PURPOSE	PS					
(REQ	9380)	SAL	9080	TRV	0	SUP	0	EQP-P	300	EQP-R	0	OSAL	0	MISC	0	TOT-REC	9380	ACCEPT	REJECT
APPL	G	COURSE	04	MARINE ENVIR. TECH.		SCHOOL	CAPE MAY COUNTY AVTS				OE	160604	PURPOSE	S					
(REQ	10308)	SAL	9808	TRV	100	SUP	0	EQP-P	400	EQP-R	0	OSAL	0	MISC	0	TOT-REC	10308	ACCEPT	REJECT
APPL	G	COURSE	05	DRAFTING DESIGN TECH.		SCHOOL	CAPE MAY COUNTY AVTS				OE	160603	PURPOSE	PS					
(REQ	13180)	SAL	12980	TRV	0	SUP	0	EQP-P	200	EQP-R	0	OSAL	0	MISC	0	TOT-REC	13180	ACCEPT	REJECT

(2) The detail lines show the recommended funding amounts by expense type (salary, travel, and so forth) by application, by course number, by school, for the LEA on the header line.

(3) Spaces are provided at the right of a course line for the LEAs administrative officer to indicate acceptance or rejection of the recommended amounts. Also provided is a space for the signature of the official reviewing the form.

Chapter 7

COURSE CLOSEOUT PROCEDURES

7.0 Introduction

1. In this chapter detailed procedures are provided for producing committed funding reports and "closing-out" courses. The committed funding report lists committed funds by course, i.e., all course for which LEAs have accepted the recommended funding amounts. "Closing-out" a course refers to the procedure whereby the total committed funding for each detail cost type (salary, travel, etc.) is broken down in file NJVOC by source of revenue, i.e., funds from federal, state, and local sources.

7.1 Producing Committed Funding Reports

1. Input decommitments to file NJVOC.

   a. Review LEA VE Funding NOtification Form returned by LEAs. If an LEA rejects recommended funding for a course, the rejection or decommitment must be input to NJVOC as follows:

      (1) Using RAMIS SCAN procedures or RAMIS UPDATE or CHANGE, enter zeros in the recommended amount fields (field numbers 38-45).

(2) Once all notification forms are reviewed and rejections of recommended funding are input, fields 38-45 are said to contain "committed" funding amount and are referred to as committed funding fields.

2. CSS file PRELRPT DATA, as previously edited in Paragraph 6.3, contains the procedures for producing committed funding reports.

   a. Edit PRELRPT DATA using CSS edit procedures to change report headings and the AY.

   b. Execute PRELRPT DATA by typing in CSS mode:
      "ramisin prelrpt data"

3. Review committed funding reports for any errors or missing data and correct as necessary.

7.2 "Closing-Out" Courses

1. As previously indicated "closing-out" a course refers to breaking down committed amounts by revenue source. Accordingly, file NJVOC provides data fields for storing committed funds from State sources (fields 46-53) and local scurces (fields 54-60). Committed funds from federal sources will be ketp temporariiy in the (total) committed funds fields (fields 38-45). Specific fields for federal sources were not allocated because of the

large field size and the ability to calculate then by summing across state and local amounts and substracting from the total.

2. Using the committed funding reports for reference, State program analysts complete the CLOSE-OUT FORM,* annotating committed amounts by revenue source for each expense type. One line is completed for each course. Refer to Exhibit IX for an example of a close-out form.

   a. The CLOSE-OUT FORMS are keypunched as follows:

      (1) Keypunch one card per revenue source per course, duplicating cc 1-17 for the federal, state, and local revenue sources for the course:

Card Columns	Field Name on Form	Explanation
1-2	CO	Numeric. Enter county code, punch preceding zeros.
3-6	LEA	Alphanumeric. Enter LEA code, left justify.
7-10	PURP	Alphanumeric. Enter purpose code, left justify.
11-14	APPL	Alphanumeric. Enter application code, left justify.
15-17	CRSE	Numeric. Enter course code, left justify.
18	Revenue Source	Alpha. Enter F,S, or L as appropriate.

*As of this writing, the entire form is filled out by hand; procedures could be instituted to make this a "pre-printed form," as is the recommended form, to reduce human error.

EXHIBIT IX

CLOSEOUT FORM

Exhibit IX - Closeout Form

Date _____ Submitted by _____ Page 30

CLOSE-OUT FORM

WHOLE DOLLARS ONLY

CO	LEA	LEA NAME	PURP	APPL	CRSE		SALARY	TRAVEL	SUPPLIES	EQUIP. PUR.	EQUIP. R	MISC COST	TOTAL
03	0290	Bergen Co Voc	S	F	112	F				3,000			3,000
						S				3,000			3,000
						L				7,007			7,007
07	0700	Camden Co Voc	S	H	607	F	5,600						5,600
						S	5,600						5,600
						L							
					606	F	5,600						5,600
						S	5,600						5,600
						L							
					605	F	3,700						3,700
						S	3,700						3,700
						L							
					604	F	21,100						21,100
						S	21,100						21,100
						L							
					603	F	21,100						21,100
						S	21,100						21,100
						L							
					602	F	2,100						2,100
						S	2,100						2,100
						L							
					601	F	2,100						2,100
						S	2,100						2,100
						L							
✓	↓	↓	↓	↓	515	F	3,700						3,700
						S	3,700						3,700
						L							

Card Columns	Field Name on Form	Explanation	
19-24	SALARY		Enter salary amount
25-30	TRAVEL	numeric, right justify	Enter travel amount
31-36	SUPPLIES		Enter supplies amour
37-42	EQUIP. PUR.		Enter equipment and purchase amount
43-48	EQUIP. R.		Enter Equipment rental amount
49-54	MISC COST	numeric, right justify	Enter miscellaneous amount
55-60	TOTAL		Enter total

3. It is necessary to determine if all courses have been "closed-out," i.e., if a CLOSE-OUT form has been prepared for each course. This determination is made by performing the following series of steps:

   a. Insert zeros into the field COM-TOT in file NJVOC with the following RAMIS procedure:

```
CHANGE
FILE NJVOC
21 = 74,$
45 = SET = 0,$
```

   b. Sort the previously keypunched close-out form card deck by revenue source, forming three separate card groupings, Federal, State, and local funding source card decks and input these decks into 3 CSS files as follows:

(1) Before each funding source card deck, insert a card containing "ØFFLINE READ CLOSEX DATA," where the X in CLOSEX is the code F, S, or L to denote the card deck being used.

(a) Send the data cards to NCSS to be input via card reader.

(2) CSS file CLOSED INPUT contains the RAMIS procedures to input the federal or F closeout card deck into the "COM" fields (fields 38-45), the state or S closeout card deck into the "STA" fields (fields 46-53), and the local or L closeout card deck into the "LOC" fields (fields 54-60). See Table 26 for a listing of CLOSED INPUT.

(a) Edit CLOSED INPUT using CSS edit procedures to change AY to reflect the appropriate year.

(b) Execute CLOSED INPUT by typing in CSS mode:

"ramisin closed input"

(c) As a result of paragraphs 7.2-3a and 3b, any course with zero in the COM-TOT field at this stage, has no money

Table 26

CSS File CLOSED INPUT

```
UPDATE
READ/CLOSEF DATA
RECORD/80
*ORDER/1,5,22,11,14,38,39,40,41,42,44,45
FORM/2,4,4,4,4,6,6,6,6,6,6,6
INSERT/21=74
SET/22,38,39,40,41,42,44,45
FILE NJVOC
END
UPDATE
READ/CLOSES DATA
RECORD/80
ORDER/1,5,22,11,14,46,47,48,49,50,52,53
FORM/2,4,4,4,4,6,6,6,6,6,6,6
INSERT/21=74
SET/22,47,48,49,50,52,53
FILE NJVOC
END
UPDATE
READ/CLOSEL DATA
RECORD/80
ORDER/1,5,22,11,14,54,55,56,57,58,59,60
FORM,2,4,4,4,4,6,6,6,6,6,6,6
INSERT/21=74
SET/22,54,55,56,57,58,59,60
FILE NJVOC
END
```

*Note: This procedure was written for the closeout sheet as given in the example used for FY73, when the fields "OTHERSAL" were not used. If the sheet is changed, the procedure must be changed accordingly.

from federal sources shown for it in the file. If, however, the detail COM fields have funds reflected, then funds were committed to the course before the closeout data was input to NJVOC. Therefore, funds should be in either the STA-TOT or the LOC-TOT field if this particular course was in fact closed out, (i.e., a closeout form filled out for the course). This is a good check of the completeness of the closeout sheets.

(1) Execute the following RAMIS procedure to determine if a CLOSEOUT FORM was prepared for each course:

```
DEFINE
FILE NJVOC
TOTCOM/I8=CSAL + CTRV + CSUP +
 CREQP + CEQR + CMISC
TCOM/I8=CTOT + STOT + LTOT
FLAG/I1=IF TOTCOM GT 0 AND TCOM
 EQ 0 THEN 1 ELSE 0
END
```

Flags courses where the sum of the committed detail amounts is greater than zero and the sum of committed, state and local totals is zero.

```
TABLE
FILE NJVOC
PRINT C BY CO BY L BY A
IF AY IS 74
IF FLAG IS 1
END
```

Print a listing of all courses flagged by the previous procedure.

(2) Review the courses on the report and prepare CLOSEOUT FORMS for these forms.

(a) Process the CLOSEOUT FORMS as prescribed in Paragraph 7.2 above.

4. At this stage, fields 38-44, 46-53, and 54-60 contain committed funds from federal, state and local sources, respectively. However, if federal funds are not committed to a course, field 45 COM-TOT, is zero, therefore, fields 38-44 contain total funds committed by expense type. Thus, those courses without federal funds committed must be determined, and fields 38-44 must be zeroed out. This is accomplished by executing the following RAMIS procedure:

```
TABLEF
FILE NJVOC                          Creates a spinoff file
PRINT C AND SAVE                    FT04001 with courses
BY CO BY L BY A                     having committed total
IF CTOT IS O                        funds of zero for the
IF AY IS 74                         current application year.
END

UPDATE
READ/FILE FT04F001
RECORD/16                           Insert zeros into the
INSERT/21=74,38=0,39=0,40=0,        committed funding fields
 41=0,42=0,44=0                     (federal revenue source
SET/38,39,40,41,42,44               fields).
ORDER/1,5,11,14
FORM.2,4,4,4
FILE NJVOC
END
```

7.3 Producing "Close-Out" Reports

1. Close-out reports showing funding for each course by revenue source can now be generated. Some of the reports which can be produced are the following:

a. Detail funding amounts by revenue source, by county, by LEA, by application, by course. See Table 27 for a listing of the RAMIS procedure to produce a detail funding report from State revenue sources. The variables shown in Table 27 can be changed to the "LOC" and "COM" variables to produce a report of local and federal sources, respectively.

b. Total amounts funded across revenue source by application by purpose. See Table 28 for a listing of the RAMIS procedure to produce this report.

7.4 Corrections to the Data base

1. If any corrections are indicated by the above reports, enter the revisions using RAMIS SCAN procedures, and rerun any reports as necessary.

2. After all corrections are entered, the "COM" fields can be used to save total committed amounts by cost type rather than amounts from federal sources (since most reports will want total amounts) by using the procedure listed in Table 29.

Table 27

RAMIS Procedure to Produce a "Closeout" Report of Detail Funding Amounts by Revenue Source

```
TABLE
HEADING
FY 74 CLOSEOUT AMOUNTS FROM STATE SOURCES BY CO BY LEA
.
FILE NJVOC
WRITE SSAL AND STRV AND SSUP AND SEQP AND SEQR
AND SOSAL AND SMISC AND STOT
BY CO BY L BY LN BY A BY C BY CN
ON CN FOLD-LINE
ON L PAGE-BREAK
ON L SUBTLTAL
IF AY IS 74
END
```

Table 28

RAMIS Procedure to Produce a "Closeout" Report of Total Amounts Funded across Revenue Source by Application and Purpose

```
DEFINE
FILE NJVOC
TOT-COM/I8 = CTOT + STOT + LTOT
END
TABLE
HEADING
FY74 CLOSE-OUTS:  TOTAL AMOUNTS FUNDED ACROSS REVENUE SOURCES
FILE NJVOC
WRITE CTOT AS 'FED-TOT' AND STOT AND LTOT
AND TOT-COM BY A BY PU
ON A SUB-TOTAL
IF AY IS 74
END
```

Table 29

RAMIS Procedure to Calculate and Store Total Committed Funding Amounts

```
DEFINE
FILE NJVOC
TSAL/I8=CSAL + SSAL + LSAL
TTRV/I8=CTRV + STRV + LTRV
TSUP/I8=CSUP + SSUP + LSUP
TEQP/I8=CEQP + SEQP + LEQP
TEQR/I8=CEQR + SEQR + LEQR
TMISC/I8=CMISC + SMISC + LMISC
TCOM/I8=CTOT + STOT + LTOT
END
TABLEF
FILE NJVOC
PRINT TSAL AND TTRV AND TSUP AND TEQP AND TEQU AND TMISC AND
TCOM AND SAVE
BY CO BY L BY A BY C
IF AY IS 74
END
UPDATE
READ/FILE FT04F001
RECORD/72
ORDER/1,5,11,14,38,39,40,41,42,44,45
FORM/2,4,4,4,8,8,8,8,8,8,8
INSERT/21 = 74
SET/38,39,40,41,42,44,45
FILE NJVOC
END
```

Chapter 8

RAMIS HINTS

8.1 EDITING RAMIS PROCEDURES

1. Many of the RAMIS procedures shown in the manual can be used to perform similar jobs with the proper editing. Thus, changing variable names, application year, and so forth, in a TABLE procedure will enable the production of "different" reports desired by a user. For example, the procedure in Table 11 was initially used to produce reports of requested funding amounts. Editing of this procedure enables the user to generate recommended funding reports and committed funding reports.

    a. Accordingly, the user is reminded to carefully review a RAMIS procedure before use, and to edit the procedure using NCSS edit procedures, as appropriate, to insure the accomplishment of the needed task.

8.2 Using Filedef FILE FT04F001

1. Throughout this manual, the RAMIS CSS default file FILE FT04F001 has been used as a temporary file for spinoffs. If a FILE FT04F001 file exists on P-disk, the procedure will write onto the U-disk, but read from P-disk.

a. Therefore, before executing the next step creating a FILE FT04F001, the previous spinoff file with the same filedef must be erased by typing in the command "erase file ft04f001" in CSS mode.

(1) If the previous spinoff was run in the same sign-on session, you must also type "IPL CSS" to delete the previous FILE FT04F001 filedef.

(2) If the spinoff file is especially large, and there is not enough room on the P-disk (percentage utilization of P-disk can be determined by typing, in CSS mode, "stat"), temporary storage space can be added by typing in CSS mode "attach templo"; this will add ten cylinders of scratch space on "U-disk." Then, before running a spinoff, type in:

"filedef 04 dsk file ft04f001 ul recfm fb lrecl n* blksize nn* and make sure there is no file ft04f001 on the P-disk. The U-disk is automatically detached at signoff, and the files are lost.

*record length must be calculated by summing the lengths of the variable spun off and padding out to an even multiple of 4; block size is generally 10 times the record length.

8.3 Creating a CSS Profile Exec File

1. The CSS file called PROFILE EXEC should be created. PROFILE EXEC contains the CSS commands which will be automatically executed before any interaction between the user and the system. Refer to Table 31 for an example of a PROFILE EXEC file.

Table 30

CSS File PROFILE EXEC

```
>>
11.31.29 p profile exec

&TYPE OFF
SET SAVMACH ON
ROUTE E REMOTE PHI
ATTACH RAMIS
```

Note: ROUTE E REMOTE PHI routes all offline reports to Philadelphia. If work is done somewhere else, change the remote name to the nearest printer (see the NCSS representative for more details).

Appendix A

A Description of

R A M I S*

*RAMIS is a proprietary software system of MATHEMATICA, Inc., Princeton, New Jersey. This appendix contains information extracted from manuals which are the proprietary property of MATHEMATICA, Inc. Please do not reproduce without permission.

RAMIS

DESCRIPTION AND SPECIFICATIONS

INTRODUCTION

RAMIS is a computer program which permits a user to describe and build data files, maintain the data in the files through updates, additions, and deletions to the records, and to retrieve information from the files, and display it in meaningful report formats, or to pass the information to other processing programs.

Computer programs which do the above tasks are either called data management systems if they permit files to be constructed and maintained, or report generators if they only permit information to be retrieved and formatted into reports. RAMIS is both. It combines into one system all of the elements needed to build, maintain and use computerized information. It does each of these tasks with the objective of making them simple for the user to understand.

Every computer program has rules which must be followed. The rules in RAMIS are simple and logical. There are no cryptographic notations or computer inspired conventions. This makes the program operable by non-data processing personnel as well as computer specialists.

The remainder of this appendix describes RAMIS' report generation and data management briefly, and includes some

examples. However, for more detailed information reference should be made to the RAMIS User Manual by MATHEMATICA, Inc.

BASIC REPORT PREPARATION

Files in RAMIS are composed of data fields which have been assigned unique names by the user. These names reflect the particular application. For example, suppose we have a file of data about local education agencies, in which the data fields are:

FIELD NAME	SYNONYM	DEFINITION
CO	CO	County code
LEA	L	LEA code
LEA-NAME	LN	LEA name
APPL-YR	AY	Application year
APPL	A	Application code
COURSE	C	Course code
PURP-USE	PU	Purpose code
PRO-SAL	PSAL	Prorated salaries
TRAVEL	TRV	Travel expenses
SUPPLS	SUP	Cost of supplies
EQUIP-PR	EQP	Cost of equipment purchases
EQUIP-RT	EQR	Cost of equipment replacement
MISC-CST	MISC	Miscellaneous costs
RECM-AMT	REC	Recommended funding amount
COMM-AMT	COM	Committed funding amount
REQT-AMT	REQ	Requested funding amount

(This is a very simplified version of the files, previously discussed, actually used in the New Jersey implementation of SVEA-MIS.)

A Report Request is composed of four basic parts:

(1) TABLE — THE TYPE OF REQUEST

(2) FILE — THE NAME OF THE DATA FILE

(3) USER PROGRAM — THE REQUEST STATEMENT (described below)

-
-

(4) END — THE END OF THE REQUEST

The TABLE, FILE, and END statements are called RAMIS control statements.

The User program statement uses English Language Syntax in which the names of the data fields are used along with special words which define the processing and the report to be produced.

Specifically, a user program Statement (part 3) is itself composed of four parts:

- Verbs & Verb-Objects
- Locators
- Qualifiers
- Directional Phrases

- The verb indicates the type of processing to be done on the fields. The names of the fields to be operated on by the verb follow it. They are called the verbs' objects.

  Example:

  SUM COMM-AMT AND REQ-AMT (1)

  "Sum" is the verb. "REQ-AMT and "COMM-AMT" are objects.

- Locators indicate how the report is to be sorted or sequenced on display.

  Example:

  SUM COMM-AMT AND REQ-AMT
  BY CO BY LEA

  The locators "CO" and "LEA" are distinguished by the preposition "by."

- Qualifying phrases or screening conditions indicate which records are to be selected to appear in the report.

  Example:

  ```
  SUM COM
  BY CO
  IF PU IS DIS
  ```

  The "if" phrase (using "is" and "or") is a qualifier. The directional phrases provide extra instructions to control the display options.

  Example:

  ```
  SUM COM
  BY CO
  IF PU IS DIS
  ON CO PAGE-BREAK
  ```

  "On co page-break" is a directional phrase, directing that for each county, start on a new page.

The remainder of this chapter describes the principles of the request language. Details are found in the RAMIS manuals provided with the system when installed.

General Rules for Request Statements

A request statement must begin with a verb. The use of any of the other parts of the statement is optional. Hence, a complete and valid statement is, for example:

```
SUM COM
```

(Recall that the complete request includes Table, File and End information.)

The words of the request statement are separated by one or more blanks. If a field name (or some literal test value) has embedded blanks within it, then it must be enclosed by either a single set of quotes or slashes.

The order or appearance of the other parts of the request statement is immaterial.

The statement can be typed on as many lines as needed, but within columns 1 to 72 of either a terminal or keypunch card.

We will now describe some of the most useful verbs:

The Verb: LIST

LIST lists the contents of the file defined by the verb-objects which follow it. For example:

```
TABLE
FILE VESAMP
LIST REQ AND REC AND COM
BY C
IF CO IS 01 IF L IS 1790
END
```

The above request produces a listing showing the requested, recommended, and committed funding by course for LEA=1790 in county=01 for each application year and application as follows:

COURSE	LIST	REQT-AMT	RECM-AMT	COMM-AMT
01	1	4606	796	796
	2	23582	8225	8225
	3	27510	3617	3617
	4	24465	1150	1150
02	1	4983	796	796
03	1	5023	796	796
04	1	6064	796	796

The Verb: PRINT

PRINT is the same as LIST, without the sequential list number. For example:

```
TABLE
FILE VESAMP
PRINT REQ AND REC AND COM
BY A BY C
IF CO IS 01 IF L IS 1790
END
```

The above request produces a list of the three funding amounts by application, by course as follows:

APPL	COURSE	REQT-AMT	RECM-AMT	COMM-AMT
A	01	4606	796	796
	02	4983	796	796
	03	5023	796	796
	04	6064	796	796
B	01	23582	8225	8225
E	01	27510	3617	3617
H	01	24465	1150	1150

The Verb: SUM

SUM adds or sums the quantities specified and prints the totals. For example:

```
TABLE
FILE VESAMP
SUM COMM-AMT
BY CO BY L
END
```

The above request produces a report in which committed funding is summed by LEA within county across courses, applications, and application year as follows:

CO	LEA	COMM-AMT
01	0000	66200
	0120	106125
	1740	15176
	1950	16512
05	0610	142913
	0840	24316
	3010	12872
07	0680	315732
	0800	44133

The Verb SUM Combined with Column Locator ACROSS

Above we showed how BY defines the way in which the data is to be categorized down the table as it is displayed. ACROSS defines the categories across the table; that is the columns to be listed. For example:

```
TABLE
FILE VESAMP
SUM COM AND ROW-TOTAL AND COLUMN-TOTAL
ACROSS PU
BY A
END
```

produces a table showing committed amounts by application for every purpose code (PU) as follows:

APPL \ PURP-USE	A	D	DIS	F	G	HAN	PS	S	
A	0	0	0	0	0	0	0	10346	10346
B	0	0	0	0	12685	0	0	0	12685
C	0	0	0	0	0	0	68052	0	68052
D	0	0	17235	0	0	0	4206	4300	25741
E	0	0	0	44117	0	0	0	0	44117
F	0	0	0	0	7221	0	3600	70676	81497
G	0	2100	0	0	0	0	27519	12480	42099
H	0	0	30834	0	34303	2738	14500	72131	154506
I	0	0	71117	0	0	15320	0	0	86437
J	0	0	17968	0	0	0	0	2325	20293
K	0	0	0	0	0	0	0	0	0
L	0	0	5606	0	0	0	0	0	5606
M	0	0	0	0	0	0	0	0	0
N	0	0	0	0	0	0	0	0	0
SCAR	0	0	160000	0	0	0	0	0	160000
SCOO	0	0	0	0	0	0	0	600	600
SMIS	0	0	0	0	0	0	0	35000	35000
TOTAL	0	2100	160000	142760	44117	54209	18058	117877	207858	746979

Notes on Formulating Request Statements

- When the row locator BY is used, the categories are sorted alphabetically on the specified data fields down the rows of the page. When several BY's are used, the data is sorted in the order that the field names appear in the request statement.

- The column locator ACROSS causes the column categories to be sorted on the field named across the columns of the page.

- The maximum number of BY's in a request statement is 19.

- The maximum number of ACROSS's in a request statement is 5.

- The maximum number of verb-object columns is 27.

- The maximum width of a report to be printed is 132 characters.

(There is no maximum width to a report which is to be "saved" as an extract file or held as a RAMIS "hold" file, see below.)

Qualifier or Screening Relations

A TABLE can be produced in which the data in one or more categories must meet a test or screening relation. In defining the screen, characters in an alphanumeric data field can be ignored (in IS or IS-NOT relationships) by inserting a "$" in the character position to be ignored. Thus a pattern of $'s acts as a mask.

FROM----TO permits the definition of a range of values.

See examples below.

RELATION	SYNONYM	MEANING
IS	EQUALS	EQUALITY TEST (is equal to)
IS-NOT		INEQUALITY TEST (is not equal to)
FROM	IS-FROM	GREATER THAN OR EQUAL TO
TO		LESS THAN OR EQUAL TO
IS-MORE-THAN	EXCEEDS	GREATER THAN
IS-LESS-THAN		LESS THAN
INCLUDES (values)		VALUES SPECIFIED ARE INCLUDED IN THE OUTPUT
EXCLUDES (values)		VALUES SPECIFIED ARE EXCLUDED FROM THE OUTPUT

Tests can be made with values inserted into the request statement. These are called literal test conditions.

Examples of Relation Tests

```
. SUM COM BY CO BY LEA
  BY CO BY LEA
  IF APPL-YR IS 1973
  IF APPL IS J OR K OR L

. LIST REQ
  BY C
  IF REQ IS-FROM 10000 to 15000
```

```
. PRINT LEA AND LEA-NAME
  IF CO IS 01 OR 03
  IF APPL IS-NOT F

. SUM COM ACROSS APPL-YR FROM 1971 TO 1973
  BY APPL
```

(The FROM ... TO define a range of values.)

Grouping of numerical data values by numerical ranges is accomplished with the phrase "in-groups-of" after the row or column locator field name, for example:

```
TABLE
FILE VESAMP
SUM COM
BY CO
ACROSS PU IN-GROUPS-OF 1000
IF YEAR IS FY73
END
```

PAGE-BREAK

The PAGE-BREAK indicates that when a specified field changes values, start a new page. For example:

```
TABLE
FILE VESAMP
SUM COM
BY CO
IF PU IS DIS
ON CO PAGE-BREAK
END
```

produces a report of the total committed funds by county if the purpose code is 'DIS,' each county report being started on a new page as follows:

PAGE 1

CO	COMM-AMT
01	35667

PAGE 2

CO	COMM-AMT
05	72341

PAGE 3

CO	COMM-AMT
07	34752

SUB-TOTALS

The SUB-TOTAL command directs the system to calculate sub-totals on certain fields specified in the request statement. For example:

```
TABLE
FILE VESAMP
```

```
SUM COM
BY CO BY A
ON A SUB-TOTAL
END
```

produces a report of committed funding by county and by application, with a sub-total for each application and a county sub-total as follows:

```
CO  APPL  COMM-AMT
--  ----  --------
01  A         10346
*TOTAL APPL A
              10346
    B          8225
*TOTAL APPL B
               8225
    C         50920
*TOTAL APPL C
              50920
    D          4205
*TOTAL APPL D
               4205
    E          4867
*TOTAL APPL E
               4867
    F          3600
*TOTAL APPL F
               3600
    G         27519
*TOTAL APPL G
              27519
    H         68613
*TOTAL APPL H
              68613
    I         28117
*TOTAL APPL I
              28117
    SCCO        600
*TOTAL APPL SCCO
                600
*TOTAL CO 01207013
```

HEADINGS

Heading can be entered on a report by using the RAMIS HEADING function followed by up to six lines of heading text as in the following request:

```
TABLE
HEADING
AVERAGE AND PERCENT COMMITMENT
      BY PURPOSE FOR FY73
FILE VESAMP
SUM AVE*COM AND PCT*COM
BY PU
END
```

will produce a report with the heading printed before the listing of the report.

NOTE: The last three lines of heading are printed on a line with the first three, but on the right of the pages.

Operations on Data

Instead of retrieving a data field and using it as retrieved in a report, several direct operations can be performed on it. The operation is called forth by using one of seven prefixes. Only fields in the verb portion of a request can be processed in this manner.*

Prefixes	Definition
AVE*	Average of data values
MAX*	Maximum of data values
MIN*	Minimum of data values
LST*	Last data value on list
FST*	First data value on list
ASQ*	Average sum of squares
PCT*	Percent of column total

*RAMIS permits other, more complex, operations. See RAMIS manual for details.

The length of a field name with prefix must be 12 characters of less. Hence, if a name is more than 8, use a short synonym.

Example of the AVE* and PCT* Operation

The report request shown above under the discussion of the HEADING operation will calculate the average committed funds by purpose and the percent each is of the total committed as follows:

AVE-AGE AND PE-CENT COMMITMENT BY PU-POSE FOR FY73

PURP-USE	AVE COMM-AMT	PCT COMM-AMT
	0	0
A	70	0
D	8600	21
DIS	4078	19
F	4901	5
G	3366	7
HAN	2579	2
PS	3274	15
S	2284	27

Defining the Types of Data

The RAMIS System must be told the type of data it is dealing with.

The type and length of each data field can be:

. Data Type

A	ALPHANUMERIC	
I	INTEGER	These are used for numbers on which computations are to be made.
F	DECIMAL	
D	DECIMAL EXTENDED PRECISION	

. Number of Characters

for A 1 to 72 CHARACTERS (letters, numbers, allowed symbols)

for I 1 to 9 DIGITS

for F 1 to 12 DIGITS

for D 1 to 16 DIGITS

The computational data types I, F, and D, permit arithmetic calculations to be performed on the data.

Type

I Integer, is any number using the digits 0 to 9 and + or -. The length is specified only for display format purposes. (All type I numbers are stored internally as 4 byte binary integers.) For example, Type I6

Example 316748 51893 (leading 0 can be a blank)

F is any number using the digits 0 to 9 and + or - and a decimal point. (Internally the number is stored as a single-precision, floating-point number.) Examples of Type F8.2 are: 31678.00 - 319.78

Note that the sign and decimal point count as positions.

D is the same as F except the number is stored as a double precision floating point number and commas are inserted when displayed, e.g., Type D10.2, Example: 3,798,514.32

(Note how the number of places to the right of the decimal point is specified in decimal part of length.)

Advanced Features

The remainder of this section mentions some other features of RAMIS. Details are given in the RAMIS user's manual.

Post Processing Calculations

. After a report is retrieved, calculations can be performed on the columns of the report before it is printed.

The report is given the name of OUTPUT and is referenced as file OUTPUT.

The columns of the report are automatically labeled C1, C2,...Ci, where C1 is the first data field mentioned in the verb portion of the request statement, C2 the second, etc. For example:

```
FILE OUTPUT
PCT-FUNDED?F6.2 = (C1/C2) *100.
RUN
TABLE
HEADING
PERCENT FUNDED BY LEA
FILE VESAMP
SUM COM AND REQ
BY CO BY L
END
```

produces a report of total committed funds and total requested amount by LEA by county and the ratio of committed to requested funding by LEA by county as follows:

PAGE 1

PERCENT FUNDED BY LEA

CO	LEA	COMM-AMT	REQT-AMT	PCT-FUNDED
01	00CC	66200	414011	15.99
	0120	123951	546934	22.66
	1790	11926	96233	12.39
	1960	14660	58777	24.94
07	00CC	62665	1585917	3.95
	0680	367146	561602	65.37
	0800	44133	184336	23.94

The DEFINE Command

The DEFINE command is used when a temporary data field is to be described. The definition of a temporary data field can be mathematical combinations of fields or other temporary data fields (if they are computational types). They can use logical test relations. Up to 10 temporary data fields can be active simultaneously for one file. Once defined, the temporary field can be treated exactly like a file data field in the request statements. The temporary data fields remain active for the duration of the run.

Example of DEFINE

To determine the amount of unfunded requests (difference between requested and recommended funding, if recommended is less than requested) by purpose by county, the following request is used:

```
DEFINE
FILE VESAMP
UNFUNDED/F7.0 = IF REC LT REQ THEN REQ-REC ELSE 0
END
TABLE
FILE VESAMP
WRITE UNFUNDED
BY CO BY PU
END
```

to produce the following report:

PAGE 1

CO	PUMP-USE	UNFOUNDED
01		0.
	DIS	36856.
	F	36443.
	G	55184.
	PS	416517.
	S	362602.
05	A	31740.
	DIS	415037.
	F	12141.
	G	15433.
	HAN	103200.
	PS	134323.
	S	751169.
07		18500.
	D	9785.
	DIS	221036.
	F	17713.
	G	24594.
	HAN	59538.
	PS	10675.
	S	180935.

Sequences of Defined Data Fields

. During retrieval the real data fields are tested first. If a record passes all real tests, then the temporary fields are computed, and they, in turn, are tested, if necessary, before the record is accepted for inclusion in a table.

This sequence is crucial because it permits one record to be compared to another.

HOLD File

Another way to perform post-retrieval calculations or supplemental screening is to place the desired records in

a HOLD file. Then all reports are requested from the HOLD file rather than the original data file. This has several uses:

If several reports using the same subset of records are to be produced, it is more economical to extract them from the large data file, hold them, and retrieve from the smaller HOLD file.

If it is not known how many records will meet the qualifying conditions, they can be held and subsequent qualifiers used to reduce this number. These in turn can be held again or printed.

The order of the print columns can be changed.

Temporary data fields can be defined for the HOLD field after one has been created.

DATA MANAGEMENT CONCEPTS

File Structure

The data elements which comprise the information system have a hierarchial ordering. RAMIS capitalizes on this ordering by storing records in a "tree" structure. In order to understand how each of the RAMIS data management commands work, it is necessary to keep in mind the basic ideas behind the "tree" structure. These are quite simple. Consider a small APPLICATION file with only five data fields. These are:

COUNTY

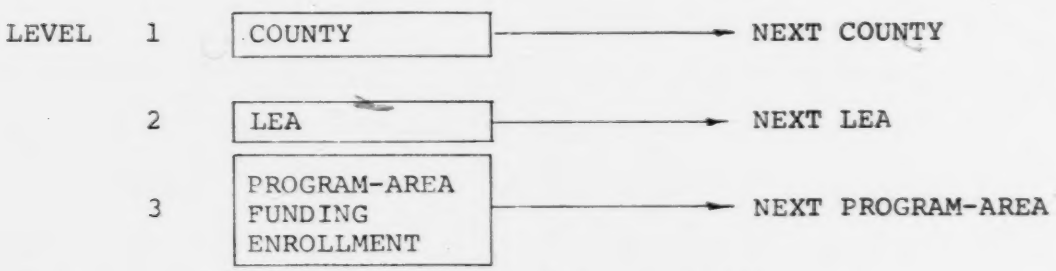
LEA

PROGRAM AREA

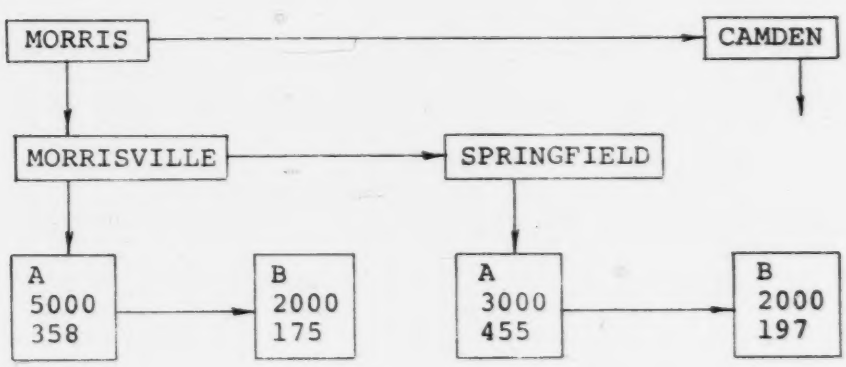
FUNDING

ENROLLMENTS

In a "tree" structure the more general element is on a higher level and points to less general elements which are branches of lower levels, and these in turn might point to still lower level branches. Schematically, the records for the APPLICATION File might look like:



Data stored in this structure might look like:



Note that the COUNTY name, MORRIS, is stored only once. It points to a list of LEA's-MORRISVILLE, SPRINGFIELD, etc. These are stored only once for the COUNTY and point to the detail part of the record containing the PROGRAM-AREA, FUNDING amount and ENROLLMENT. If there are several details for an LEA, they form a branch or chain. Similarly, the LEAs form a chain and on the top of the tree, the county names form a chain with one county linked to another.

On each level of the tree a segment of the complete record is located.

Data Management Functions

The RAMIS data management process can perform three types of functions on record segments. In the input type of operation, new record segments are created, which therefore, expand the physical size of the data base. The commands INPUT, INCLUDE, and CREATE,* fall into this category. In the update type of operation, data values in existing record segments are modified, and no new ones are added. The size of the data base is unchanged. The commands UPDATE and CHANGE fall into this category. A REVISE command can both modify existing as well as add new record segments. The third type of operation is the DELETE command which removes record segments from the "tree" structure.

*not a complete list, see RAMIS manual.

Methods for Describing Data

In order to modify the contents of a data file it is necessary to describe how modifying transactions are to be matched with data file records. For example, in order to delete a record, we must be able to describe the record to be deleted. This can be done in one of two ways. A short-hand procedure called the standard system format can be used to both identify a field and its value. For example, COUNTY = MORRIS, LEA = SPRINGFIELD, PROGRAM = B, FUNDING = 2000, specifies four data fields and their values. The second method is called the non-standard format and is used most conveniently for larger volume transactions or when data exists in specific format so that the format needs to be described to the RAMIS system. Non-standard format is described below.

A complete set of options are available which can be used to describe the transactions and control the matching and placement of records which are submitted in either the shorthand standard system format or the non-standard format. The options have the purpose of helping to describe the transactions, which data fields are to be used as keys, which to use to replace data base fields, etc., as well as to indicate the physical location of the transactions, i.e., on a disk or tape, and whether the transactions are sorted or unsorted, plus numerous other details needed to completely describe how the data base is to be altered by the transactions. Refer to the RAMIS manual for a more complete description of these options.

INPUT

New records can be added to a data file through the INPUT command. An assumption is made that complete records are being submitted. If data fields are absent, then default values will be assigned to them; blanks for alphanumeric fields and zeroes for computational fields.

The given input record will be matched with data base records, and at the lowest point of non-match, new record segments will be added. Matching is done data field by data field, using each field in turn as a key. (This is the basic difference between INPUT and INCLUDE which allows selected data fields to be used as keys.) The complete record situation occurs so frequently that a separate function is worthwhile.

In order to activate the INPUT function, the first card* of data must be:

Col 1
INPUT

At the end of the input data, the word END must appear on a card by itself.

If however, the input data resides apart from the control cards, i.e., on magnetic tape, then the END card is placed after the FILE card.

*or line if working with time sharing RAMIS

Example: Input data and control cards together

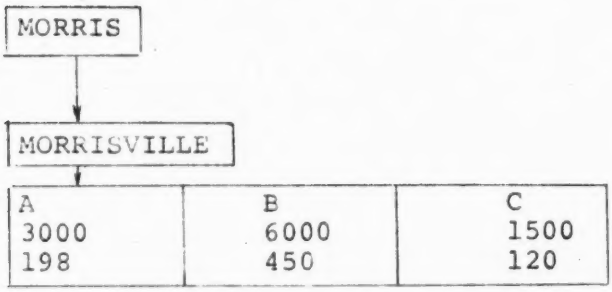
```
INPUT
FILE INVOICE
COUNTY = MORRIS, LEA = MORRISVILLE, PROG = A, 5000, 200, $
PROG = B, 3000, 150, $
COUNTY = CAMDEN, LEA = ORANGE, PROG = A, 3500, 150, $
END
```

Example: Input data on external file called APPDATA

```
INPUT
READ/APPDATA
FILE INVOICE
END
```

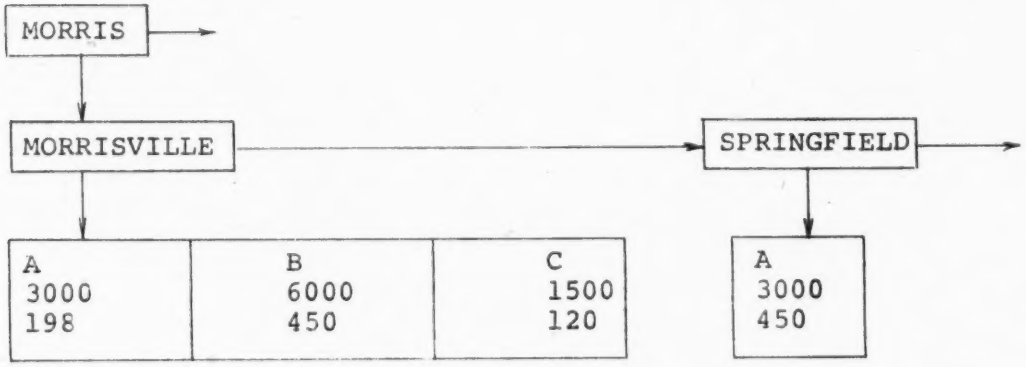
On the physical file identified by APPDATA, an end-of-file mark signals the physical end of the data set.

The search strategy during the INPUT is to keep traveling down the tree structure matching the input record with existing data base records until a point is reached at which a climb up the tree is needed. This becomes the point of input of the new record. For example, consider the following 3 data records in the APPLICATION file;



If a new record is submitted with data of:

COUNTY = MORRIS, LEA = SPRINGIFELD, PROG = A, FUNDING = 3000, ENR = 450, it will match on county name, but not on LEA; hence, after input of this record, the file will appear as:



If another record for the same COUNTY & LEA is submitted, it will be added on the bottom 'detail' level and the detail chain only will grow in size.

Non-Standard Input

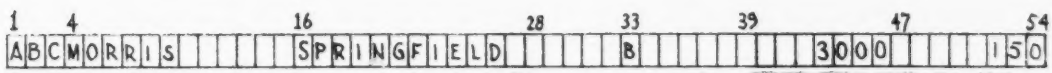
When the standard input procedure is not used, then it is necessary to supply a description of the input form at the time the data is presented. This description must be placed after the INPUT card and before the FILE card. The description is

signalled by a card with the word FØRM followed by the count of the number of characters in each field, and the spacing between the entries. Spacing is indicated by an X followed by the number of spaces. For example, the description of;

FØRM/X3, 12, 12, X5, 4, X2, 8, 8

means that the first 3 columns are to be skipped, then 12 characters are to be read for the first field, another 12 characters to be read for the second field, 5 characters are skipped, then 4 characters read for the third field, etc. Hence, a data card for the APPLICATION file might appear as;

card column



The word FØRM can appear anywhere on the card followed by a slash or blank, then the record layout with commas between the entries. If more than one card is needed to describe the input, then each description card must start with the signal word FØRM/. As many FØRM cards as necessary may be used.

Coupled with the ability to describe the layout of the input is an option to change the order in which the entries are presented. That is, the first entry of the input does not have to be entry number one as described in the record description. The order of the input entries can be listed on a card headed ORDER/ with items separated by commas. For example;

ORDER/ 2, 1, 3, 4, 5

would mean that for the APPLICATION file the second entry, LEA, appears first, followed by the first entry, COUNTY, etc.

The end of the data input in a non-standard form is signalled in the same way as for standard input. That is, the word END appears on a card by itself after the last data card.

Example:

```
INPUT
READ/NEW DATA
FORM/X10, 4,3
FORM/5, X1, 3
ØRDER/1,2,4,6
FILE SAMPLE
END
```

Each data field allocated on the FORM card must have a corresponding data identifying field on the ORDER card, otherwise, an error is signalled. In the above example, the FORM cards allocate 4 data fields, and the ORDER card the same number. If an ORDER card is not provided, a natural ordering is implied, e.g., 1,2,3,...etc.

CHANGE

Information stored in the central data base case can be changed by use of the system function called CHANGE. Changes are "global" in the sense that all records meeting the stated conditions are altered. Hence, to alter a single record a unique 'key' or path to the record must be provided and this is more conveniently done via the UPDATE procedure and is the essential difference between CHANGE and UPDATE. A "global"

change is very useful in a variety of situations. For example, if the name of a product is to be changed, then all records with this name have to be changed and their number may be unknown. The only key to the records to be changed is the old name itself.

The system is informed that a change is to be performed by the function card:

1

CHANGE

The procedure for entering a change follows the standard system input format. It is not necessary, however, to provide a complete record, i.e., all entries accounted for. Those not mentioned are left intact.

UPDATE

The UPDATE function is used when a record already exists but one or more of its entries is to be modified. The process consists of providing keys to be used to find the appropriate record and then modifying other designated entries. The entries to be modified are signalled with the word SET = in front of them (see also the SET/option in the RAMIS manual).

In the UPDATE activity a given transaction record modifies only one data base record in a one to one correspondence. The

fields used as keys to locate a record must be different from the data fields which are to be modified.

There are two modes of updating a field in a record. In the first mode, the new information replaces the old information. In the second mode, if the data values are numerical, then they can be automatically added to the old information, thus maintaining a running balance.

REVISE

Three fundamental operations have to be performed in order to maintain a data file. New records have to be added to the file, existing records modified, and existing records deleted. Separate RAMIS commands are available to perform each of these activities. These are INCLUDE, UPDATE, and DELETE. The REVISE command combines the first two of these operations. It permits a transaction record to be matched against the contents of a data file, and if a match is found, the selected data file record is modified accordingly by the transaction record (UPDATE). If a match is not found, a new record is added to the data file (INCLUDE). This sequence of operations with small variants is fundamental in a very large number of applications.

DELETE

Records stored in the data base can be entirely deleted. The process is similar to making a CHANGE except that the process is not "global". The record deleted is the first one retrieved which passes the screening condition. The system is informed of a deletion by the function:

```
1
DELETE
```

The record to be deleted is written in standard system format and the point at which deletion is to occur is identified by the word =ØUT=. For example, if a LEA is to be deleted from the APPLICATION file and its name is SPRINGFIELD, then it is deleted by:

```
DELETE
    FILE/
2 = OUT = 'SPRINGFIELD', $
    END
```

Creating New Files

The first step in setting up a RAMIS application is to specify what the data fields in each file will look like. That is, each data field will be given a name, a type, alpha-numeric or computational, a maximum length, and a number of other attributes. The attributes about each data field will be remembered by RAMIS and will be stored in a reserved RAMIS file named MASTER. There are several ways in which these attributes can be presented to the MASTER file. CREATE will place information directly into the MASTER file. The command INPUT is able to place information into any RAMIS file including the MASTER file, and all of the procedures

for management of information in the data files can be used to maintain the file descriptions in the MASTER file by UPDATE, CHANGE, etc.

Once a description for a file has been specified and data for the file has been stored, then the description acts like a template to define the data fields. Some of the attributes of the description can be changed at this point, but not if they would no longer describe the type or length of the physical records as they are stored.

CREATE

In order to store data in a new RAMIS file, the file must first be described and this description also stored in the system. All record descriptions of every file in the system comprise what is called the MASTER file. Hence, when a new file is to be described, the description is considered to be data for the MASTER file, and the standard input format is used to enter the required items of information about the new file.

The command CREATE is used to inform RAMIS that data for the MASTER is being entered. The various items of information which must be entered as part of this new file description process are controlled by an internal image of the MASTER file. This requires that 13 items of information be entered for each data field being described.

The system is informed that a new file is to be entered by the function card;

1

CREATE

After this, as in the standard format, comes the name of the file to receive the data, in this case, the name MASTER. Then comes the items in the record description.

APPENDIX B

Illustrative Instructions for Preparing Vocational Education Funding Applications

GUIDELINES FOR COMPLETING APPLICATIONS FOR FEDERAL VOCATIONAL EDUCATION FUNDS (P.L 92-318) FOR FISCAL YEAR 1974 SCHOOL YEAR 1973-74

SUBMISSION DEADLINE FOR APPLICATIONS OCTOBER 16, 1972

NEW JERSEY DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION
225 WEST STATE STREET
TRENTON, NEW JERSEY 08625

For Information Call:

Bureau of Vocational Management Services

609 - 292-5751

TOTAL PROGRAM AREA Agricultural Education

Line Control Number	1 COURSE TITLE OR PROJECT	2 OE CODE (See Appendix)	3 Starting Date	Ending Date	4 Number of Weeks Course Is To Run	5 Check One: ONGOING	Check One: New	6 PREVIOUS APPROVAL NUMBER	7 SCHOOL NAME Where Course/Project is Located	8 NAME OF TEACHER	9 Teacher Fully Certified or Qualified: Yes	9 Teacher Fully Certified or Qualified: No
01	Farm Mechanics	01.01.03	9/72	6/73	34	71.		21.9254-113	Yokum Township High School	Mr. Joseph Yuppie	X	
02	Plant Science	01.01.02	7/72	8/72	6		X	None	Yokum Township High School	Mr. Jason Mason	X	
03	Agricultural Prod.	01.01	9/72	6/73	34	69.		21.128	Yokum Township High School	Mr. Robert Stubb	X	

10 ESTIMATED GRADE LEVEL ENROLLMENT FOR LISTED COURSE

Line Control Number		N-3 R	N-3 D	N-3 H	4-6 R	4-6 D	4-6 H	7-8 R	7-8 D	7-8 H	9 R	9 D	9 H	10 R	10 D	10 H	11 R	11 D	11 H	12 R	12 D	12 H	Post Secondary R	Post Secondary D	Post Secondary H	Adult Apprentice R	Adult Apprentice D	Adult Apprentice H	Adult Non-Apprentice R	Adult Non-Apprentice D	Adult Non-Apprentice H
01	M																							10							
	F																							5							
02	M																	15													
	F																	0													
03	M													15			4			17											
	F													1						2											

Line Control Number	11 TEACHER'S TOTAL SALARY	12 Number of Minutes Spent Per Week: On Listed Course	12 Number of Minutes Spent Per Week: On Other Courses	13 a. Teacher Pro-Rated Salary for Listed Course	13 b. Teacher and Student Travel Costs (Field Trips In-State Only)	13 c. Supplies Costs	13 d. Tool and Equipment Purchase Costs	13 e. Equipment Rental Costs	13 f. Other Costs	14 TOTAL REQUEST FOR FUNDS (a through f)	15 LOCAL CONTRIBUTION	FOR STATE USE ONLY DO NOT WRITE IN SPACES BELOW — Check Purpose (Check One): S	PS	A	DIS	HAN	C	D	F	G	H
01	$10,000	250	1000	$2,000	$95	$120	$205	$35	$50	$2505	$1800										
02	$ 9,000	1470	0	$9,000	$50	$ 85	$190	$60	0	$1735	0										
03	$12,000	840	840	$6,000	$80	$150	$250	0	$35	$6515	$1800										

FUNDING POLICIES FOR FISCAL 1974
(School Year 1973-1974)

Due to limited funds, proposals will be recommended for funding according to the following priorities:

Top priority: New or innovative courses*

Second priority: Ongoing programs

It is noted that all funding will be subject to the following mandated criteria in the Act (P. L. 92-318), as a minimum:

1. Manpower Needs and Job Opportunities
2. Vocational Education Needs
3. Relative Ability to Provide Resources
4. Relative Costs of Programs, Services and Activities

The Division encourages year-round (12 months) operation of Vocational programs and views such proposals with added consideration.

In conformity with requirements of Federal Law and the State Plan, Federal funds should be used to supplement, and not supplant, local funds for vocational education purposes.

SPECIFIC PROGRAM POLICIES

INTRODUCTION TO VOCATIONS: Salaries for Introduction to Vocations will not be funded except when staff is employed beyond the normal teaching load.

TECHNOLOGY FOR CHILDREN: Technology for Children programs are funded for first year only. Thereafter only minimum funds for equipment and/or supplies. No salary or travel.

ADULT VOCATIONAL TECHNICAL AND APPRENTICESHIP PROGRAMS: Ongoing adult vocational technical and apprenticeship programs will not be considered for funding; however, new and/or innovative programs will be considered for funding, subject to availability of funds, as with all other programs.

HEALTH: Applications must show evidence that early planned clinical experience for students are being or will be implemented in order to be considered for funding. New program applications should be accompanied with a letter of commitment from the administrator of the facility in which clinical experiences will be offered.

---

*A course that has not been offered in the school district prior to July 1, 1973. (A course offered in a second school within the district is an extension.

SPECIAL NEEDS AND COOPERATIVE EDUCATION: Supplementary sheet to accompany application providing information on disadvantaged and handicapped students to be served must be completed.

No Part G funds are to be used for equipment in cooperative programs.

OFFICE OCCUPATIONS: Applications for funding may be submitted for the second year of sequential office courses. First year courses such as Typing I, Shorthand I, Bookkeeping I, will not be funded.

Since the resource demands exceed the amount of money available for disbursement to local districts, the district should consider the preceding policies and apply for Fiscal Year 1974 fund accordingly.

GUIDELINES

Do not complete the regular application for courses or projects for which you applied in Fiscal Year 1973 (school year 1972-73). For these projects or courses applied for in Fiscal Year 1973, you should receive a combined education agency print-out, estimated enrollment form, and supplemental forms.

In order to apply, the print-out, estimated enrollment sheets, and supplemental forms (if necessary) should be completed in ink by filling in the amount requested for each category by line. The line should then be totaled. (i.e. Line F 01 pro sal 4,260, total 4,260). If you are requesting monies for more than one teacher or monies for any other category, you must complete a supplemental form. If no money is being requested for a course or project, put zeros in the total column.

After completing the print-out, the chief Administrative Officer of the local educational agency should sign the print-out sheet with the word approved. These sheets, properly completed should be submitted in triplicate to the County Superintendent's office for submission to the Division of Vocational Education.

REGULAR APPLICATION

THE NUMBERS AND LETTERS OF THESE GUIDELINES CORRESPOND EXACTLY TO THE NUMBERS AND LETTERS ON THE APPLICATION FORM. EACH REQUEST FOR AN INFORMATION ITEM IS CLARIFIED BY AN EXAMPLE AS WELL AS BY A WRITTEN EXPLANATION, WHICH IS ITALICIZED.

Date: September 28, 1972 The date application is filled out

PART 1

APPLICATION OVERVIEW

A. Local Educational Agency Requesting funds:

The term "Local Educational Agency" means a board of education or other legally constituted local school authority having administrative control and direction of public elementary or secondary schools in a city, county, township, school district, or political subdivision in the State; or any other educational institution or agency such as a junior or community college or State operated area education program.

The "code" refers to New Jersey Public School District and School Codes (as listed by State Board Classification) and is required only when the LEA is a public school district or public school.

Name: Yokum Township Board of Education Code# of LEA: 21.9254

County: Mercer Phone: TW6-0221

B. Circle below the ONE Total Program Area for which funds are being requested on this application. A separate application form must be submitted for each Total Program Area. The Total Program Areas are the following:

Only one Total Program Area should be circled, because funds for each Total Program Area must be requested on a separate application form. A chosen Area is circled below as an example and used throughout the guidelines for explanatory purposes only.

a. Agricultural Education (Include Cooperative Education)
b. Distributive Education (Include Cooperative Education)
c. Health Occupations Education (Include Cooperative Education)
*d. Home Economics Occupations (Include Cooperative Education)
*e. Consumer and Homemaking Education
f. Office Occupations (Include Cooperative Education)
g. Technical Education (Include Cooperative Education)
h. Vocational-Industrial Education (Include Cooperative Education Programs and WECEP)
i. Employment Orientation
j. Introduction to Vocations
k. Technology for Children

*Submit as one program area entitled "Letter D"

1. Vocational Guidance and Counseling
m. Apprenticeship Training
n. Career Development (total sequential development N-Adult)

C. Staff member responsible for operating the Total Program Area:
Name: Mr. Zeke Zimalski Title: Chairman of Agricultural Ed. Depart.
School Address: Yokum Township High School, Yokum, New Jersey
Phone: TW6-0221, Ext. 701

NEXT, TURN TO INSIDE PAGE AND FILL OUT
COURSE-RESOURCE REQUIREMENTS SHEET.

The inside page is marked "B" in the upper right hand corner, and includes pages C and D.

COURSE-RESOURCE REQUIREMENTS

Example 1
PAGE 1 of 1 Page(S)
Example 2
PAGE 1 of 2 PAGE(S)
PAGE 2 of 2 PAGE(S)
Example 3
PAGE 1 of 3 PAGE(S)
PAGE 2 of 3 PAGE(S)
PAGE 3 of 3 PAGE(S)

Since this application form has room for listing only 17 courses (01 to 17 line control numbers), the page numbers will conform to the first example on the left if no more than 17 courses are included in the Total Program Area.

If more than 17 courses are included in the Total Program Area, courses above that number will have to be listed on an additional application form.

If additional forms are used. the original should be numbered "1" and each additional form should be sequentially numbered, as in example 2 and example 3 on the left.

When using more than one application form for a Total Program Area the LEA should complete on the additional forms only the Course-Resource Requirements as requested in pages lettered B,C, and D.

TOTAL PROGRAM AREA Agricultural Education

The Total Program Area written here should be the same as the Total Program Area circled in Part 1, section B.

Cooperative Education Programs should be considered a part of the Total Program Area to which they are related. The State Plan for Vocational Education defines a Cooperative Vocational Education Program as "a program of vocational education for persons who, through a cooperative arrangement between the school and employers, receive instruction, including required academic courses and related vocational instruction by the alternation of study in school with a job in any occupational field, but these two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and his employability.

COMPLETE SECTIONS 1 THROUGH 15 FOR EACH LISTED COURSE WHERE APPLICABLE

Sections 1 through 15 indicate the resource requirements of each course for which funds are being requested. The LINE CONTROL NUMBER which applies to the course listed under Section 1 should be maintained throughout sections 1 through 15, as shown in the model charts of these guidelines in front of handbook.

All the information on line 01 in the model charts pertains to the course listed by the Line Control Number 01 in Section 1.

All the information on line 02 in the model charts pertains to the course listed by the Line Control Number 02 in Section 1.

All the information on line 03 in the model charts pertains to the course listed by the Line Control Number 03 in Section 1.

If the information requested in any section does not apply to the listed course, that section should be marked NA (not applicable)

A verbal explanation of each section follows.

SECTION 1: COURSE TITLE OR PROJECT

List the courses or projects which belong to the Total Program Area for which funds are being requested on this application noninclusive of courses or projects listed on printout. If the Total Program Area belongs to categories a.through h. in Part 1, Section B of the application, the "course title or project" should correspond to a course or project listed in the OE Code List included in the Appendix of these Guidelines.

If the Total Program Area belong to categories i. through n. in Part 1, Section B of the application the "course title or project" listed will most likely be indentical with the Total Program Area designation, such as "Technology for Children" or "Introduction to Vocations". If, however, Apprenticeship Training is circled, the title listed should be specific, such as "Carpentry" or "Electricity" or "Plumbing".

SECTION 2: OE CODE (SEE APPENDIX)

Give the appropriate code for the course or project listed in Section 1. If the Total Program Area belongs to categories a. through h. in Part 1, Section B of the application, the code should be the number listed next to the course title or project on the OE Code List included in the Appendix.

If the total Program Area belongs to categories i. through n. in Part 1, Section B of the application, insert the Code which has been assigned to Total Program Area by the Division of Vocational Education. This code will be found on the first page of the OE Code List included in the Appendix.

BE SURE TO LIST COOPERATIVE PROGRAMS with OE code prefix followed by .99
(i.e. 01.99 AGRICULTURAL COOP COURSE)

SECTION 3: STARTING AND ENDING DATE

Give the starting and ending dates of each course listed. The dates should be given in terms of the month and year, and should be expressed in digits, such as 9/73 (starting) and 6/74 (ending). Both the starting and ending date must fall within the Fiscal Year for which the application is being submitted. Include on this application all Summer courses to be conducted during the Fiscal Year for which this application is being submitted.

SECTION 4: NUMBER OF WEEKS COURSE IS TO BE CONDUCTED

Give the number of weeks the course is to be conducted, excluding vacation weeks.

SECTION 5: ONGOING, NEW OR INNOVATIVE

A course is considered Ongoing if it has been a curriculum offering of the local education agency prior to July 1, 1973. Do not fill out this application for courses previously submitted in Fiscal Year 1973 (School year 1972-73). See explanation on page 3.

For Ongoing courses enter school year course was first given. Use two digits to indicate Fiscal Year, if the course was offered prior to Fiscal Year 1965, just enter '64. If course was ever funded before Fiscal Year 1973, but after 1965, indicate previous approval number.

A course is considered New if it has not been a curriculum offering of the local educational agency prior to the fiscal year for which funds are being requested. (A course offered in a second school within a district is considered an extension.)

SECTION 6: PREVIOUS APPROVAL NUMBER

If the course or project is "ongoing" and has received funds from the Division of Vocational Education in any fiscal year since 1965, but not inclusive of Fiscal Year 1973, give the previous approval number assigned by the Division of Vocational Education, i.e. 21.9254-13/21.103. If the course or project is "new", or "ongoing" but has never received funds from the Division of Vocational Education in any Fiscal Year since 1965, this section should be marked NONE.

SECTION 7: SCHOOL WHERE THE COURSE OR PROJECT WILL BE CONDUCTED

Give the name of the school where the course or project will be conducted.

SECTION 8: NAME OF TEACHER

Give the name of the teacher who will teach the course, or of the person who will supervise the project. If more than one person is teaching or supervising the course or project, list ONLY the ONE person who is mainly responsible. If two or more persons share equal responsibility for the course of project, still list only one person; the other persons will be accounted for under "Other Costs" in Section 13 f. below.

SECTION 9: TEACHER FULLY CERTIFIED OR QUALIFIED

Instruction must be conducted by appropriately certificated teachers and supervisors (as defined by the State Department of Education). If the teacher or supervisor holds a Standard Certificate for the course listed, check "yes"; if he has only sub-standard certification, check "no".

Where certification is not applicable, the instructional staff shall be assigned duties appropriate to their qualifications and to the requirements of the program.

SECTION 10: GRADE LEVEL ENROLLMENT FOR LISTED COURSE

The figures in section 10 should show the estimated enrollment for each of the courses listed in Section 1. The estimated enrollment is broken down by grade, sex, and whether the students will be regular, disadvantaged, or handicapped. For those special needs students, classified as ungraded, cross out column N-3 and write in ungraded for those course lines where this classification is applicable.

DISADVANTAGED persons means persons who have academic, socioeconomic, cultural or other handicaps that prevent them from succeeding in vocational education or consumer and homemaking programs designed for persons without such handicaps, and who for that reason required specially designed educational programs or related services. The term includes persons whose needs for such programs or services result from poverty, neglect, delinquency, or cultural or linquistic isolation from the community at large, but does not include physically or mentally handicapped persons unless such persons also suffer from the handicaps described in this paragraph.

HANDICAPPED PERSONS MEANS MENTALLY retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired persons who by reason of their handicapping condition cannot succeed in a vocational or consumer and homemaking education program designed for persons without such handicaps, and who for that reason require special educational assistance or a modified vocational or consumer and homemaking education program.

REGULAR students are those not defined as disadvantaged or handicapped above.

POST-SECONDARY enrollment represents those persons enrolled in vocational courses or projects which are primarily designed for youths and adults who have completed or left high school and who are available for an organized program of study in preparation for entering the labor market in an occupational title which is higher on the career ladder than any previous employment.

ADULT enrollment represents those persons enrolled in vocational programs on a part-time basis who are legally employed, or seeking employment, and need training or retraining to achieve stability or advancement in employment.

An adult student is an apprentice only if he has formally committed himself to apprenticeship training. An apprenticeship is an approved program for learning a trade. It is an employer-employee educational relationship which is based upon a written agreement, and it consists of skill training, on the job, and related instruction in the classroom. A program of apprenticeship must be approved by the State approving agency as meeting the standards of apprenticeship program published by the Secretary of Labor pursuant to Section 50A of Title 29, United States Code.

SECTION 11: TEACHER'S TOTAL SALARY

Give the total salary of the teacher listed in Section 8. This should be the anticipated annual contracted gross salary of the teacher for all of his teaching duties, not just for the listed course.

SECTION12: NUMBER OF MINUTES SPENT PER WEEK

Indicate the teaching and/or coordinating load in terms of minutes per week, breaking it down into two parts: The first column in Section 12 should show the number of minutes per week that the teacher will spend teaching and/or coordinating the listed course; the second column in Section 12 should show the number of minutes per week that the teacher will spend on all other courses.

SECTION 13: THE AMOUNT SHOWN IN EACH SECTION, a. THROUGH f., IS THE ACTUAL REQUEST FOR FEDERAL AND/OR STATE VOCATIONAL FUNDS

In this section, the total amount of Federal and/or State vocational funds being requested for each course should be broken down into the following categories:

a. Teacher Pro-rated Salary for Listed Course
b. Teacher and Student Travel Costs (Field Trips In-State Only)
c. Supplies Costs
d. Tool and Equipment Purchase Costs
e. Equipment Rental Costs
f. Other Costs

DO NOT INCLUDE IN THIS SECTION ANY PORTION OF THESE ITEMS BEING PAID FROM LOCAL FUNDS.

SUBMIT SEPARATE WORK SHEETS FOR EACH COURSE FOR WHICH ALLOCATIONS ARE REQUESTED IN COLUMNS b. THROUGH f. THESE WORK SHEETS WILL LIST BY ITEM HOW THE REQUESTED ALLOCATIONS ARE TO BE SPENT.

a. TEACHER PRO-RATED SALARY FOR LISTED COURSE

The pro-rating should be determined by the ratio between the total weekly teaching and/or coordinating load and the minutes per week to be spent on the listed course. For example if a teacher has a gross annual salary of $10,000 and will spend 250 minutes of his 1000 minute weekly schedule teaching and/or coordinating the listed course, the pro-rated salary listed should be $2,500.

b. TEACHER AND STUDENT TRAVEL COSTS

Teacher travel expenses are for use within the State only and are to be utilized explictly for the supervision of students enrolled in the proposed course or project. Allocations may be requested only for student field trips which are to be taken within the State. On the separate work sheet state the purpose (including educational objective), the destination, and the cost of each trip.

c. SUPPLIES COSTS

A supply is any article which meets one or more of the following conditions: 1) it is consumed in use; 2) it loses its original shape or appearance with use; 3) it is expendable, that is, if the article is damaged it is more feasible to replace it with an entirely new unit rather than repair it; 4) it loses its identity through incorporation into a different or more complex unit substance. Supplies will be funded only to the extent of reasonable annual consumption by the proposed program enrollment. Supplies and their costs should be listed by item on the separate work sheet for the course. NOTE: Supplies which meet the above conditions will be approved only for those programs conducted for the purpose of meeting the needs of handicapped, disadvantaged, and consumer and homemaking programs funded in economically depressed areas or areas with high rates of unemployment. It is the State's prerogative to limit eligibility or to exclude items from proposals for budgetary reasons even though such items may be classified as being eligible for funding. A substantiating statement for such deletions will be provided on the proposal funding sheet.

d. TOOL AND EQUIPMENT PURCHASE COSTS

A tool or equipment item is a movable or fixed unit of furniture or furnishings, an instrument, or machine, an apparatus or set of articles, which meets all of the following conditions: 1) it retains its original shape and appearance with use;2) it is not expendable, that is, if the article is damaged or some of its parts are lost or worn out, it is usually more feasible to repair it than to replace it with an entirely new unit; 3) it represents an investment of money which makes it feasible and advisable to capitalize the item; 4) it does not lose its identity through incorporation into a different or more complex unit or substance.

An eligible item of equipment is considered to be one which meets the following requirements: 1) it conforms with State safety standards; 2) it is suitable for the development, presentation, learning and evaluation of vocational-technical instructional programs; 3) it is of such nature that, with normal care and use, it may be expected to last for more than one year; 4) it is not an item which is normally used in furnishing an ordinary classroom, shop, or laboratory; 5) it is adaptable to the space intended for the instructional area; 6) its unit price is ten dollars or more.

Costs for installing purchased equipment (delivery to the school from point of delivery by the manufacturer or supplier, uncrating, assembling, placing and connecting to existing service lines) are considered part of the cost of equipment and should be so stipulated in the purchase order.

Each piece of equipment and its price should be listed on the separate work sheet for the course. It is the State's prerogative to limit eligibility or to exclude items from proposals for budgetary reasons even though such items may be classified as being eligible for funding. A substantiating statement for such deletions will be provided on the proposal funding sheet.

e. EQUIPMENT RENTAL COSTS

The only equipment rentals presently permissible are those costs incurred in the rental of Electronic Data Processing equipment used for instructional purposes in an approved vocational-technical education program. Any other rental costs shall be reviewed with the appropriate Division of Vocational Education specialist prior to submission of the program application.

The equipment to be rented and its cost should be specified on the separate work sheet for the course.

f. OTHER COSTS

Indicate in this column the total sum of other costs considered necessary to the successful operation of the proposed course, but not provided for in any of the other categories above.

On the separate work sheet for the course, specify each of these other costs.

Under "other costs" should be included the pro-rated salary of any teacher or teacher's aide, other than the teacher listed in Section 8, who takes part in instructing or coordinating the listed course. On the work sheet list each such additional teacher by name, and provide information requested.

SECTION 14: TOTAL REQUEST FOR FUNDS (a. through f.)

Indicate here the total request for Federal and/or State vocational funds for the listed course. The total request will be the sum total of the amounts indicated in Section 13, columns a. through f., for the listed course. This total request should equal a minimum of $1,000.00 per line.

SECTION 15: LOCAL CONTRIBUTIONS

Indicate the total amount contributed by local sources toward operation of the listed course. If none, indicate NONE. This should represent the costs not listed in Section 13.

PART II

LONG RANGE PLAN FOR LOCAL EDUCATIONAL AGENCY VOCATIONAL-TECHNICAL EDUCATION

(Fill in) Agricultural Education / TOTAL PROGRAM AREA

The Total Program Area should be the same as that circled in Part I, Section B, and written at the top of the Course-Resource Requirements sheet.

	From Model Chart	Estimated From FY Base Case			
	Fiscal Year of Funding Request	FY 1975	FY 1976	FY 1977	FY 1978
COST ESTIMATION	$14,355	$15,790	$17,369	$19,005	$20,905
ENROLLMENT ESTIMATION	85	87	90	90	90

This table estimates the cost of the Total Program Area for the Fiscal Year for which funds are being requested, and for the four following years. The cost estimation given for the "Fiscal Year of Funding Request" should equal the sum total of the "Total Request for Funds" (Section 14) plus the sum total of the

"Local Contributions" (Section 15) for the Total Program Area. In other words, to arrive at this figure all the amounts in the Section 14 column should be added up; all the amounts in the Section 15 column should be added up; and then the two sums should be added together.

The enrollment estimation given for the "Fiscal Year of Funding Request" should equal the total number of students listed under "Estimated Grade Level Enrollment for Listed Course" (Section 10) for the Total Program Area.

The estimation of cost and enrollment given for the following four years should be based on a realistic evaluation of the long range needs of the Total Program Area. The evaluation will be described and justified in the section below the table.

Descriptive Summary of Five Year Plan for Total Program Area Indicated Above

Briefly describe how this Total Program Area will contribute toward meeting the needs of students during the five years covered by the above table. If the Total Program Area is geared specifically to filling manpower needs, the description should include an analysis of how the program's capability to supply persons for employment relates to present and anticipated manpower needs. Present and anticipated manpower needs should be compared, and on the basis of this comparison the LEA should make a judgment as to whether the program cost and enrollment should increase or decrease over the five-year period covered by the table. This evaluation of actual and anticipated needs should be based primarily on Labor Market Area and County Manpower Forecasts (derived from census data and translated in terms of the Program Area OE Codes) which the Division of Vocational Education will supply. Where possible, the LEA should analyze the Total Program Area in terms of the job related clusters outlined in the OE Code List included in the Appendix. In the cases where the Total Program Area is not geared mainly to filling manpower needs, other appropriate factors should be analyzed to justify the need for the program.

WRITE PLAN IN SPACE PROVIDED BELOW

This descriptive summary of the five year plan for the Total Program Area should be essentially a justification of the cost and enrollment estimations given in the table.

If the Total Program Area belongs to categories a. through h. in Part 1, Section B of the application, the Total Program Area is geared specifically to filling manpower needs and therefore should be justified in terms of the program's capability to fill present and anticipated manpower needs. If the Labor Market Area and County Manpower Forecasts indicates that there will be an increase in jobs related to the Total Program Area, the LEA is justified in estimating corresponding cost and enrollment increases over the five-year period. If, however, the Labor Market Area and County Manpower Forecasts indicates a levelling off or a decrease in jobs related to the Total Program Area, the cost and enrollment estimates should reflect this levelling off or decrease unless sufficient justification for an increase can be given. For example, sufficient justification could be found in replacement needs such as those which would be required because of death and retirement factors within a certain occupational area.

Where possible, the descriptive summary should analyze the Total Program Area in terms of the job related clusters outlined in the OE Code List. For example, if the Total Program Area is "Agricultural Education", the LEA may discuss the need for expanding courses in "Agricultural Production" and Agricultural Mechanics", while also

mentioning that the cost of such expansion will be partially offset by a decreasing need in the "Agricultural Supplies/Services" cluster.

If the Total Program Area belongs to categories i. through n. in Part 1, Section B of the application the Total Program Area is not necessarily geared to filling manpower needs, and should therefore be justified in terms appropriate to that particular Total Program Area.

Submit the original and two copies of this application to the County Superintendent for his signature. His office will retain one copy; the original and the other copy should be sent to :

Assistant Commissioner of Education, (State Director of Vocational Education), State Department of Education, Division of Vocational Education, 225 West State Street, Trenton, New Jersey 08625. The remaining copy will be retained by the LEA.

1. An Application for Approval of Proposed Changes in Secondary School Program (Form CI-1070) must be submitted to the Division of Curriculum and Instruction, Bureau of Administration and Supervision, for each "new" course.

One of these forms must be filled out for any course marked "new" in Section 5 of the application. However, this form should NOT be included with the rest of the application but should be submitted separately to the Division of Curriculum and Instruction, Bureau of Administration and Supervision, as directed on top of Form CI-1070.

2. Local Citizens Advisory Committee consulted in planning application?

( ) yes ( ) no

The New Jersey State Plan for Vocational Education (Part 1, Section 3.21 (b) and the Federal Vocational Education Act Amendments of 1968 (Section 1.23 (f) require that applications for funds be developed in consultation with, and prior to submittal, be reviewed by, a local advisory committee. The advisory committee should be appointed by whatever official body is responsible for the proposed program. The committee should consist of five to seven members and be broadly representative of employers, organized labor and the general public. The committee members should be persons whose job responsibilities and experience are appropriate for the particular program being proposed. This group may serve as an Ad Hoc committee which after approval of the program is replaced by a permanent committee; or the same group may continue to function after the approval of the program.

SUGGESTED PARTICIPANTS

1. Local Advisory Council members involved in Vocational Programs.
2. Community Leaders (agencies, organization, groups).
3. Business and Management Representatives.
4. Labor Representatives.
5. Consultants from other outside educational agencies or from other local educational agencies who have had experience in planning or conducting educational or other programs and projects which require planning efforts. Examples: State staff representatives, teacher educators, professionals from area or from other local districts, members of planning boards, etc.
6. Student representatives.

A "Statement of Assurance" that an advisory council has been formed, as well as a list of names and affiliation of the members, must be maintained on file in the office of the LEA. This document is not to be submitted with the application but the State reserves the right to request the LEA to present it for review at any time.

3. I, the undersigned, certify that Parts 1 and 11 of this application were completed in accordance with the procedures outlined in the Guidelines, and that this application is accompanied by Addendum A and B (if applicable); said Addenda to be considered a part of the application. (Check appropriate box if enclosed.)

_ Addendum A: Survey of Occupational Experience (if new teacher)

Addendum A must be submitted for any teacher listed in Section 8 or on the "Other Costs" sheet for whom no Occupational Experience sheet has been submitted previously for the particular course listed. This sheet indicates the qualifications of the instructional personnel to teach and/or coordinate the course listed, or to assist in its instruction or supervision.

_ Addendum B: Topical Outline of Proposed Course (if never previously approved)

Addendum B will consist of an outline of every course marked "new" or "ongoing" in Section 5 of the application, for which a course outline has not previously been submitted to the Department of Education. There is no special form to be filled out for Addendum B, but the course outline should be entitled "Addendum B" and should give a clear description of the objectives, methods, and content of the proposed course.

Date: September 28, 1972
date of signature

Signed: _____
Chief Administrative Officer of
the Local Educational Agency

4. I, the undersigned, have reviewed and recommend this application.

Date: _____ Signed: _____
date of signature County Superintendent

5. IF APPLICABLE: As authorized Model Cities Agency representative in this school district, 1, the undersigned, have reviewed and recommend this application.

Date: _____ Signature: _____ Title: _____

APPENDIX

1. OE Code Listing arranged in cluster form within Total Program Areas.
2. Survey of Occupational Experience
3. Course Approval Application Form
4. Citizens' Advisory Committee Form

OE CODE LIST

For control purposes, the Division of Vocational Education has assigned the following codes to those Total Program Areas which ordinarily do not have an OE Code:

Total Program Area	Code
1. Employment Orientation	OE i
2. Introduction to Vocations	OE j
3. Technology for Children	OE k
4. Vocational Guidance and Counseling	OE l
5. Apprenticeship Training	OE m
6. Career Development	OE n

Where the application requests an OE Code number, insert either one of the above assigned codes or one of the regular OE Code numbers listed below. The criteria for determining the correct code are defined in the Guidelines.

01. 00 00 00 AGRICULTURE

AGRICULTURAL PRODUCTION CLUSTER

01.01	Agricultural Production
01.01 01	Animal Science
01.01 02	Plant Science
01.01 03	Farm Mechanics
01.01 04	Farm Business Management
01.01 99	Agricultural Production, Other
From Technical Education: 16.02	Agricultural-Related Technology
From Technical Education: 16.02 01	Animal Science
From Technical Education: 16.02 04	Plant Science
From Technical Education: 16.02 99	Agricultural-Related Technology, Other

AGRICULTURAL SUPPLIES/SERVICES CLUSTER

01.02	Agricultural Supplies/Services
01.02 01	Agricultural Chemicals
01.02 02	Feeds
01.02 03	Seeds
01.02 04	Fertilizers (Plant Food)
01.02 99	Agricultural Supplies/Services, Other

AGRICULTURAL MECHANICS CLUSTER

01.03	Agricultural Mechanics
01.03 01	Agricultural Power and Machinery
01.03 02	Agricultural Structures and Conveniences
01.03 03	Soil Management
01.03 04	Water Management
01.03 05	Agricultural Mechanics Skills
01.03 06	Agricultural Construction and Maintenance
01.03 07	Agricultural Electrification
01.03 99	Agricultural Mechanics, Other
From Technical Education: 16.01 02	Agricultural Technology
From Technical Education: 16.01 02 01	Agricultural Electrification Technology
From Technical Education: 16.01 02 02	Agricultural Machinery and Equipment Technology
From Technical Education: 16.01 02 03	Agricultural Structures and Conveniences
From Technical Education: 16.01 02 99	Agricultural Technology, Other

AGRICULTURAL PRODUCTS CLUSTER

01.04	Agricultural Products (Processing, Inspection & Marketing)
01.04 01	Food Products
01.04 01 02	Dairy Products
01.04 02	Nonfood Products
01.04 99	Agricultural Products, Other
From Technical Education: 16.02 02	Dairy Technology
From Technical Education: 16.02 03	Food Processing Technology

ORNAMENTAL HORTICULTURE CLUSTER

01.05	Ornamental Horticulture (Production, Processing Marketing and Services)
01.05 01	Arboriculture
01.05 02	Floriculture
01.05 03	Greenhouse Operation and Management
01.05 04	Landscaping
01.05 05	Nursery Operation and Management
01.05 06	Turf Management
01.05 99	Ornamental Horticulture, Other

ENVIRONMENTAL CLUSTER

01.06	Agricultural Resources (Conservation, Utilization & Services)	01.06.05	Water
		01.06.06	Air
01.06.01	Forests	01.06.07	Fish (Including Farms and Hatcheries)
01.06.02	Recreation	01.06.08	
01.06.03	Soil	01.06.99	Other Agricultural Resources
01.06.04	Wildlife (Including Game Farms and Hunting Areas)		

FORESTRY CLUSTER

01.07	Forestry (Production, Processing, Management, Marketing and Services)	01.07.04	Wood Utilization
		01.07.05	Recreation
01.07.01	Forests	01.07.06	Special Products
01.07.02	Forest Protection	01.07.99	Forestry, Other
01.07.03	Logging (Harvesting and Transporting)	16.06.03	Forestry Technology

04.00.00.00 DISTRIBUTION AND MARKETING

DISTRIBUTION AND MARKETING CLUSTER

04.01	Advertising Services	04.12	Industrial Marketing
04.02	Apparel and Accessories	04.13	Insurance
04.03	Automotive	04.14	International Trade
04.04	Finance and Credit	04.15	Personal Services
04.05	Floristry	04.16	Petroleum
04.06	Food Distribution	04.17	Real Estate
04.07	Food Services	04.18	Recreation and Tourism
04.08	General Merchandise	04.19	Transportation
04.09	Hardware, Building Materials, Farm and Garden Supplies and Equipment	04.20	Retail Trade, Other
		04.31	Wholesale Trade, Other
04.10	Home Furnishings	04.99	Distributive Education
04.11	Hotel and Lodging		

07.00.00.00 HEALTH OCCUPATIONS

DENTAL CLUSTER

07.01	Dental	07.01.03	Dental Laboratory Technology
07.01.01	Dental Assisting	07.01.99	Dental, Other
07.01.02	Dental Hygiene (Associate Degree)	From Technical Education 16.03.01	Dental Hygiene (Associate Degree)

DIAGNOSTIC CLUSTER

07.02	Medical Laboratory Technology	From Tech. Ed. 16.03.04	Radiologic Technology (X-Ray)
07.02.01	Cytotechnology	07.05.03	Nuclear Medical Technician
07.02.02	Histology	07.05.99	Radiology, Other
07.02.03	Medical Laboratory Assisting	07.09.01	Electroencephalograph Technician
From Tech. Ed. 16.03.03	Medical Laboratory Assisting	From Tech. Ed. 16.03.02	Electroencephalograph Technician
07.02.04	Hematology	07.09.02	Electrocardiograph Technician
07.02.99	Medical Laboratory Technician, Other	From Technical Education 16.03	Health Related Technology
07.05	Radiologic	16.03.99	Health Related Technology, Other
07.05.01	Radiologic Technology (X-Ray)		

PREVENTATIVES CLUSTER

07.07.02	Radiological Health Technician	07.07	Environmental Health
07.08	Mental Health Technology	07.07.01	Environmental Health Assistant
07.08.01	Mental Health Technician	07.09.06	Community Health Aide
07.08.99	Mental Health Technology, Other	07.07.03	Sanitarian Assistant
07.09.07	Medical Emergency Technician	07.07.99	Environmental Health, Other

REHABILITATION & RESTORATIVE CLUSTER

07.04	Rehabilitation	07.04.99	Rehabilitation, Other
07.04.03	Prosthetics	07.09.10	Orthopedic Assisting
07.04.04	Orthotics	07.06.02	Orthoptics

NURSING AND RELATED SERVICES CLUSTER

07.03		Nursing
07.03 01		Nursing (Associate Degree)
	16.03 05	Nursing (Associate Degree)
07.03 02		Practical Nursing (Vocational)
07.03 03		Nursing Assistant (AIDE)
07.03 04		Psychiatric Aide
07.03 07		Home Health Aide
07.03 08		School Health Aide
07.03 99		Nursing, Other
07.03 05		Surgical Technician (Operating Room Tech.)
07.03 06		Obstetrical Technician
07.09 04		Medical Assistant (Physician's Office)
07.09 05		Central Supply Technician
07.08 02		Mental Retardation Aide
07.09		Miscellaneous Health Education
07.99		Health Occupations Education, Other

THERAPY CLUSTER

07.05 02	Radiation Therapy
07.04 01	Occupational Therapy
07.04 02	Physical Therapy
07.09 03	Inhalation Therapy
07.06	Ophthalmic
07.06 01	Ophthalmic Dispensing
07.06 03	Optometrist Assistant
07.06 99	Ophthalmic, Other

09 00 00 00 HOME ECONOMICS

HOMEMAKING, FAMILY LIFE, AND CONSUMER EDUCATION CLUSTER

09.01	Homemaking — Preparation for Personal, Home and Family Living
09.01 01	Comprehensive Homemaking or Home Economics
09.01 02	Child Development
09.01 03	Clothing and Textiles
09.01 04	Consumer Education
09.01 05	Family Health
09.01 06	Family Relations
09.01 07	Foods and Nutrition
09.01 08	Home Management
09.01 09	Housing and Home Furnishings
09.01 99	Homemaking, Other

HOME ECONOMICS OCCUPATIONAL AND RELATED CLUSTER

09.02		Occupational Preparation
09.02 01		Care and Guidance of Children
09.02 02		Clothing Management, Production and Services
09.02 03		Food Management, Production and Services
09.02 04		Home Furnishings, Equipment and Services
09.02 05		Institutional and Home Management and Supporting Services
09.02 99		Occupational Preparation, Other
	16.05	Home Economics-Related Technology
From Technical Education	16.05 01	Child Care Center Assistant
	16.05 02	Hospital Children's Division Assistant
	16.05 03	Teacher's Assistant at the Preprimary Level
	16.05 04	Food Service Supervisor
	16.05 05	Interior Decorator Assistant
	16.05 06	Home Equipment Demonstrator
	16.05 99	Home Economics — Related Technology, Other
From Vocational Industrial Education	17.07 01	Interior Decorating
	17.29	Quantity Food Occupations
	17.29 01	Baker
	17.21 02	Cook Chef
	17.29 03	Meat Cutter
	17.29 04	Waiter Waitress
	17.29 99	Quantity Food Occupations, Other
	07.09 08	Food Service Supervisor

14.00 00 00 OFFICE OCCUPATIONS

ACCOUNTING CLUSTER

14.01	Accounting and Computing Occupations
14.01 01	Accountants
14.01 02	Bookkeepers
14.01 03	Cashiers
14.01 05	Tellers
14.01 99	Accounting and Computing Occupations, Other

MACHINE OPERATIONS CLUSTER

14.01 04		Machine Operators: Billing, Bookkeeping and Computing
14.02 01		Computer and Console Operators
14.02 02		Peripheral Equipment Operators
14.03 01		Duplicating Machine Operators
14.04 04		Mail-Preparing and Mail-Handling Machine Operators
From Technical Education	16.04	Office-Related Technology
	16.04 99	Office-Related Technology, Other

ORGANIZATIONAL ANALYSIS AND MANAGEMENT CLUSTER

14.02	Business Data Processing Systems Occupations
14.02 04	Systems Analysts
14.02 99	Business Data Processing Systems Occupations, Other
14.06	Personnel, Training, and Related Occupations
14.06 01	Educational Assistants and Training Specialists
14.06 02	Interviewers and Test Technicians
14.06 03	Personnel Assistants
14.06 99	Personnel, Training, and Related Occupations, Other
14.08	Supervisory and Administrative Management Occupations
14.08 01	Administrative Assistants
14.08 02	Budget Management Analysts
14.08 03	Clerical and Office Supervisors
14.08 04	Data-Methods and System-Procedures Analysts
14.08 05	Office Managers and Chief Clerks
14.08 99	Supervisory and Administrative Management Occupations
From Tech. Ed. 16.04 02	Systems Analyst Technology
14.02 03	Programmers
From Tech. Ed. 16.04 01	Computer Programmer

STENOGRAPHIC, SECRETARIAL AND TYPING CLUSTER

14.07	Stenographic, Secretarial, and Related Occupations
14.07 01	Executive Secretarial
14.07 02	Secretaries
14.07 03	Stenographers
14.07 99	Stenographic, Secretarial and Related Occupations, Other
14.09	Typing and Related Occupations
14.09 01	Clerk-Typists
14.09 02	Typists
14.09 99	Typing and Related Occupations, Ohther
14.99	Office Occupations, Other

CLERICAL CLUSTER

14.03	Filing, Office Machines and General Clerical Occupations
14.03 02	File Clerks
14.03 03	General Office Clerks
14.03 99	Filing, Office Machines, and General Office Clerical Occupations, Other
14.04	Information Communication Occupations
14.04 01	Communication Systems Clerks and Operators
14.04 02	Correspondence Clerks
14.04 03	Mail and Postal Clerks
14.04 05	Messengers and Office Boys and Girls
14.04 06	Receptionists and Information Clerks
14.04 99	Information Communications Occupations, Other
14.05	Materials Support Occupations (Transporting, Storing & Recording)
14.05 01	Planning and Production Clerks
14.05 02	Quality Control Clerks
14.05 03	Shipping and Receiving Clerks
14.05 04	Stock and Inventory Clerks
14.05 05	Traffic, Rate, and Transportation Clerks
14.05 99	Materials Support Occupations (Transporting, Storing and Recording), Other
14.99	Office Occupations, Other

16.00 00 00 TECHNICAL EDUCATION

ENGINEERING TECHNOLOGY CLUSTER

16.01	Engineering-Related Technology
16.01 03	Architectural Technology (Building Construction)
16.01 04	Automotive Technology
16.01 05	Chemical Technology
16.01 06	Civil Technology
16.01 06 01	Roadway Technology
16.01 06 02	Sanitation Technology
16.01 06 03	Structural Technology
16.01 06 99	Civil Technology, Other
16.01 07	Electrical Technology
16.01 08	Electronic Technology
16.01 09	Electromechanical Technology
16.01 10	Environmental-Control Technology
16.01 10 99	Enivronmental Control Technology, Other
16.01 11	Industrial Technology
16.01 12	Instrumentation Technology
16.01 13	Mechanical Technology
16.01 13 01	Energy Conversion
16.01 13 03	Production
16.01 13 99	Mechanical Technology, Other
16.01 14	Metallurgical Technology
16.01 15	Nuclear Technology
16.01 16	Petroleum Technology
16.01 17	Scientific Data Processing
16.01 99	Engineering-Related Technology, Other
16.06	Miscellaneous Technical Education
16.06 02	Fire and Fire Safety Technology
16.06 99	Miscellaneous Technical Education, Other

17.00 00 00 VOCATIONAL-INDUSTRIAL EDUCATION OR TRADE AND INDUSTRIAL OCCUPATIONS

TEMPERATURE CONTROL CLUSTER

17.01	Air Conditioning
17.01 01	Cooling
17.01 02	Heating
17.01 03	Ventilating (Filtering and Humidification)
17.01 99	Air Conditioning, Other
17.30	Refrigeration
From Technical Education 16.01 10 01	Cooling
From Technical Education 16.01 10 02	Heating
From Technical Education 16.01 10 03	Refrigeration

VISUAL ARTS AND DESIGN CLUSTER

17.05	Blueprint Reading
17.07	Commercial Art Occupations
17.07 03	Product Design
17.07 99	Commercial Art Occupations, Other
17.09	Commercial Photography Occupations
17.09 01	Photographic Laboratory and Darkroom Occupations
17.09 99	Commercial Photography Occupations, Other
17.13	Drafting
17.19	Graphic Arts Occupations
17.19 01	Composition, Makeup and Typesetting
17.19 02	Printing Press Occupations
17.19 03	Lithography, Photography and Platemaking
17.19 04	Photoengraving
17.19 05	Silk Screen Making and Printing
17.19 06	Bookbinding
17.19 99	Graphic Arts, Other
16.01 13 02	Machine and Tool Design

TEXTILES AND LEATHER CLUSTER

17.16	Fabric Maintenance Services
17.16 01	Drycleaning
17.16 02	Laundering
17.16 99	Fabric Maintenance Services, Other
17.33	Textile Production and Fabrication
17.33 01	Dressmaking
17.33 02	Tailoring
17.33 99	Textile Production and Fabrication, Other
17.34	Leatherworking
17.34 01	Shoe Manufacturing
17.34 02	Shoe Repair
17.34 99	Leatherworking, Other

MARITIME CLUSTER

17.08	Commercial Fishery Occupations
17.08 01	Seamanship
17.08 02	Ship and Boat Operation and Maintenance
17.08 99	Commercial Fishery Occupations, Other
17.22	Maritime Occupations
From Tech. Ed. 16.06 04	Oceanographic Technology (Physical, Biological & Fisheries)

RePAIR CLUSTER

17.02	Appliance Repair
17.02 01	Electrical Appliances
17.02 02	Gas Appliances
17.21	Instrument Maintenance and Repair
17.21 01	Instruments (Other than watches and clocks)
17.21 02	Watchmaking and Repair

SERVICE OCCUPATIONS CLUSTER

17.17	Foremanship, Supervision and Management Development
17.18	General Continuation
17.26	Personal Services
17.26 01	Barbering
17.26 02	Cosmetology
17.26 99	Personal Services, Other
17.28	Public Service Occupations
17.28 01	Fireman Training
17.28 02	Law Enforcement Training
17.28 99	Public Service Occupations, Other
From 16.06 05	Police (Law Enforcement and Corrections)
Technical Education	Science Technology
From Health Occ. 07.09 09	Mortuary Science

INDUSTRIAL ENERGY CLUSTER

17.20	Industrial Atomic Energy
17.20 01	Installation, Operation, and Maintenance of Reactors
17.20 03	Industrial Uses of Radioisotopes
17.20 99	Industrial Atomic Energy, Other
17.32	Stationary Energy Sources Occupations
17.32 01	Electric Power Generating Plants
17.32 02	Pumping Plants
17.32 99	Stationary Energy Sources Occupations, Other

ELECTRIC-ELECTRONIC CLUSTER

17.06	Business Machine Maintenance
17.14	Electrical Occupations
17.14 01	Industrial Electrician
17.14 02	Lineman
17.14 03	Motor Repairman
17.14 99	Electrical Occupations, Other
17.15	Electronics Occupations
17.15 01	Communications
17.15 02	Industrial Electronics
17.15 03	Radio-Television
17.15 99	Electronic Occupations, Other
17.20 02	Radiography

AVIATION OCCUPATIONS CLUSTER

17.04	Aviation Occupations
17.04 01	Aircraft Maintenance
17.04 01 01	Airframe
17.04 01 02	Power Plant
17.04 01 99	Aircraft Maintenance, Other
17.04 02	Aircraft Operations
17.04 03	Ground Operations
17.04 99	Aviation Occupations, Other
From Technical Education 16.01 01	Aeronautical Technology
From Technical Education 16.06 01	Comm. Pilot Training

MATERIALS PROCESSING CLUSTER

17.23	Metalworking
17.23 01	Foundry
17.23 02	Machine Shop
17.23 03	Machine Tool Operation
17.23 04	Metal Trades, Combined
17.23 05	Sheet Metal
17.23 06	Welding and Cutting
17.23 06 01	Gas Welding
17.23 06 02	Electric Welding
17.23 06 03	Combination Welding
17.23 06 04	Brazing and Soldering Operations
17.23 06 99	Welding and Cutting, Other
17.23 07	Tool and Die Making
17.23 08	Die Sinking
17.23 09	Metal Patternmaking
17.23 99	Metalworking, Other
17.24	Metallurgy
17.27	Plastics Occupations
17.35	Upholstering
17.36	Woodworking
17.36 01	Millwork and Cabinet Making
17.36 99	Woodworking, Other

CONSTRUCTION AND MAINTENANCE CLUSTER

17.10	Construction and Maintenance Trades
17.10 01	Carpentry
17.10 02	Electricity
17.10 04	Masonry
17.10 05	Painting and Decorating
17.10 06	Plastering
17.10 07	Plumbing and Pipefitting
17.10 08	Dry-Wall Installation
17.10 09	Glazing
17.10 10	Roofing
17.10 99	Construction and Maintenance Trades, Other
17.11	Custodial Services

MECHANICS AND MAINTENANCE CLUSTER

17.03	Automotive Services
17.03 01	Body and Fender
17.03 02	Mechanics
17.03 03	Specialization, Other
17.03 99	Automotive Services, Other
17.10 03	Heavy Equipment (Construction)
17.10 03 01	Maintenance, Heavy Equipment
17.10 03 02	Operation, Heavy Equipment
17.12	Diesel Mechanic
17.31	Small Engine Repair, Internal Combustion

State of New Jersey
Department of Education
225 West State Street
Trenton, New Jersey 08625
(May be duplicated locally)

ADDENDUM A

Division of Vocational Education

DO NOT WRITE IN BOXES			
Co.	LEA	Prog. Area	Page No.

SURVEY OF OCCUPATIONAL EXPERIENCE

NAME _____

ADDRESS _____

CITY _____ STATE _____

AREA CODE _____ PHONE _____

OCCUPATIONAL AREA TAUGHT (Present): _____

CERTIFICATES CURRENTLY HELD: _____

(1) ACADEMIC PREPARATION

NAME OF SCHOOL	Dates of Attendance				Diploma or Degree	Major(s)
	From		To			
	mo.	year	mo.	year		
High School						
College						
University						
Other (Include Military Schools)						

(2) EMPLOYMENT EXPERIENCE
(non-educational)

NAME OF EMPLOYER List Last Employer First	COMPLETE ADDRESS	OFFICIAL TITLE OF JOB (Mach., Welder, R.N., Dietitian, Accountant, Sales, Personnel, Farmer)	Dates of Employment			
			From		To	
			mo.	year	mo.	year

(3) TEACHING OR OTHER EDUCATIONAL EMPLOYMENT
(If you have had none, write "no experience")

NAME OF SCHOOL	COMPLETE ADDRESS	Dates of Employment No.				SUBJECT TAUGHT
		From		To		
		mo.	year	mo.	year	

NOTE: Occupationally Related Experience in the Armed Services should be included under Employment Experience.

(THIS FORM MAY BE DUPLICATED LOCALLY)

FORM CI-1070

STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION
225 WEST STATE STREET
TRENTON, NEW JERSEY 08625

DIVISION OF CURRICULUM & INSTRUCTION
BUREAU OF ADMINISTRATION & SUPERVISION

APPLICATION FOR APPROVAL OF PROPOSED CHANGES IN SECONDARY SCHOOL PROGRAM

Four copies are to be completed: Two copies to be filed with the Bureau of Administration and Supervision, One copy to be sent directly to the County Superintendent, and One copy to be retained in your school.

Name of Secondary School _____ Date _____

School District _____ County _____

Principal _____

I. Check or indicate where appropriate, changes contemplated. Please attach extra sheet if necessary.

A. The addition of a course (name of course) _____
B. Will replace (name of course) _____
C. Credits allowed _____ Required _____ Elective _____
D. A change in the credit (not units) assignment of a course from _____ to _____
E. A change in credits (not units) required for graduation from _____ to _____
F. A change in the number of periods weekly of a course from _____ to _____
G. Grade level offered (7, 8, 9, 10, 11, 12) _____
H. Number of minutes classroom instruction per week _____ or from _____ to _____
I. Number of single periods per week _____ = double _____ or from _____ to _____
J. Length of course -- one year _____ semester _____ less than a semester _____
K. A reorganization of one or more of the curricula _____
L. A reorganization of grade level assigned to school from _____ to _____
M. A change in the daily time schedule to overlapping _____ or double sessions _____
N. Reorganization of Special Education Program for credit assignment _____
O. Request for Experimental/Developmental approval for one year _____
(When requesting Experimental Developmental approval, please attach outline of proposed course)
P. The withdrawal of a course from the curriculum - name of course _____

II. If the proposed changes involve an extensive change in the **Program of Studies**, (e. g. a reorganization of curricula) a complete copy of the new program and a brief description of how this differs from the old program is necessary. The new program of studies should indicate whether subjects are required or elective, periods per week, credits per course, credits required for graduation.

III. Date to become effective _____

Approved by the local Board of Education at a meeting held on (date) _____

Signature of Superintendent of Schools _____

* * * * * * * * * * * * * * *

FOR STATE DEPARTMENT USE ONLY

Consultant Approval _____ Other _____

Assistant Commissioner of Education _____

Recommended for Approval (date) _____ State Board Approval _____

CITIZENS' ADVISORY COMMITTEE
STATEMENT OF ASSURANCE

THIS FORM IS TO REMAIN ON FILE WITH THE LOCAL EDUCATION AGENCY

CITIZEN ADVISORY COMMITTEE

Responsible for Reviewing Application Prior to Submission and Advising Program Upon State Approval

1. School served _____

_____
(address)

2. Vocational-Technical Program (Check)

_____ Agriculture
_____ Cooperative Vocational Education
_____ Distributive Education
_____ Employment Orientation
_____ Health Occupations
_____ Home Economics Occupations
_____ Homemaking & Consumer Education
_____ Industrial Arts
_____ Introduction to Vocations
_____ Office Occupations
_____ Technical Education
_____ Technology for Children
_____ Vocational Guidance & Counseling
_____ Vocational Industrial Education
_____, Other (describe)

3. Type of Committee (Check)

_____ General Advisory Committee--assist in the development and maintenance of the entire vocational program of a school or school district.

_____ Departmental Advisory Committee--serve one occupational area in a vocational school or the vocational department of a comprehensive high school.

4. Provide an Advisory Committee Roster and indicate affiliation by selecting the proper numeric code below.

	Name	Term	Representing (Select numberic code below)
Chairman			
Secretary			
Other members			

1. Education
2. Retailing
3. Industry
4. Small Business
5. Government
6. Labor
7. Banking & Finance
8. Vocational-Technical Student
9. Vocational-Technical Alumni
10. Cooperative Area Manpower Planning (CAMPS)
11. Model Cities
12. Other

APPENDIX C

PRELIMINARY DESIGN OF
VOCATIONAL EDUCATION FACILITIES
PROJECT DATA SYSTEM

File Description and Illustrative Reports
Using the RAMIS Management Information System

The Vocational Education Facilities Project Data System is designed to monitor the allocation of funds for vocational education facilities projects. Financial data is stored in file VE-FAC by project identification number, by LEA, and by county. Financial data is kept by source of funds, by expenditure type. In the following pages, a listing of the VE-FAC file description is presented, as well as some illustrative RAMIS reports which can be produced from file VE-FAC.

RAMIS File Description and Definition of Data Elements used in the Vocational Education Facilities Project File Description

File Name: VE-FAC

File VE-FAC contains data about vocational education facilities projects approved for the receipt of financial aid, including funds obligated and/or estimated allocations by source by project by year, and funds reimbursed by source by project by year.

umber	Level	Field Name	Synonym	Type and Length	Segment	Explanation
1	1	County	CO	A2	10	County code.
2		County-Name	CON	A10	10	County name.
3		C-Spare-1	CSP1	A8	10	
4		C-Spare-2	CSP2	I8	10	
5	2	LEA	L	A6	3	School code.
6		LEA-Name	LN	A50	3	School name.
7		L-Spare-1	LSP1	A8	3	
8		L-Spare-2	LSP2	I8	3	
9	3	Year	Y	A4	-6	Year for which items 10 through 13 are recorded.
10		Total-Enroll	TENR	I6	-6	Total LEA enrollment for the year cited in number 9.
11		Total-Capact	TCAP	I6	-6	Total LEA capacity for the year cited in number 9.
12		VE-Enroll	VEENR	I6	-6	Total enrollment in vocational education programs for the LEA.
13		VE-Capacity	VECAP	I6	-6	Total vocational education capacity for the LEA (full time).

RAMIS File Description and Definition of Data Elements used in the Vocational Education Facilities Project File Description (cont'd)

umber	Level	Field Name	Synonym	Type and Length	Segment	Explanation
14	4	L-Ve-Prog	LVPR	A4	-15	Code of a vocational education program.
15		VE-Prog-Dem	DVEPROG	I8	-15	Demand in the LEA for the vocational education program cited in item 14.
16		V-Spare-1	VSP1	I8	-15	
17	5	Project-ID	PID	A6	2	Project number of approved VE facilities project
18		Project-Name	PN	A50	2	Project name.
19		Acres	A	F5.2	2	Number of acres of the site involved in the project.
20		School-Type	S	A6	2	Type of vocational education school involved in project.
21		Activity	ACT	A6	2	Type of project activity, i.e., new construction, remodeling, initial equipment, etc.
22		Total-Sq-Ft	TSFT	I8	2	Total square feet of school in project.
23		Elig-Sq-Ft	ESFT	I8	2	Total eligible square feet of school in project.
24		P-Spare-1	PSP1	A8	2	
25		P-Spare-2	PSP2	A8	2	
26		P-Spare-3	PSP3	I8	2	
27	6	Proj-Prog	PP	A4	-15	Code of a VE program involved in the project.

RAMIS File Description and Definition of Data Elements used in the Vocational Education Facilities Project File Description (cont'd)

Level	Field Name	Synonym	Type and Length	Segment	Explanation
	PJ-Shops	PSH	I4	-15	Number of shops for a VE program (cited in item 27).
	PJ-Capacity	PJ-CAP	I8	-15	Capacity (by VE program) for a VE program involved in the project.
	PJ-Sq-Ft	PJSF	I8	-15	Square Feet for a VE program involved in the project.
7	Elig-Cat	EC	A6	-9	Category code.
	Orig-Reim-Ob	OROBL	D10.0	-9	Original eligible cost of project.
	Orig-Loc-Obl	OLOBL	D10.0	-9	Project cost assumed by LEA.
	Cur-Reim-Obl	CROBL	D10.0	-9	Current eligible cost of project.
	Total-Amt	AMT	D10.0	-9	Total cost of project (Non-eligible plus eligible).
	D-Spare-1	DSP1	I12	-9	
8	Fiscal-Year	FY	A4	6	Fiscal year for which funds are obligated and/or allocations estimated and reimbursement made.
	F-Spare-1	FSP1	A8	6	
9	Category	CAT	A6	9	Code of category for which funds are obligated/allocations estimated/reimbursed.
	T-Spare-1	TSP1	A8	9	

RAMIS File Description and Definition of Data Elements used in the Vocational Education Facilities Project File Description (cont'd)

Number	Level	Field Name	Synonym	Type and Length	Segment	Explanation
41		F-Reim-Obl	FOBL	D10.0	9	Federal funds obligated/allocations estimated for the fiscal year cited in #36.
42		S-Reim-Obl	SOBL	D10.0	9	State funds obligated/allocations estimated for the fiscal year cited in #36.
43		F-Reim-Rcv	RRF	D10.0	9	Federal funds reimbursed to date for the fiscal year cited in #36.
44		S-Reim-Rcv	RRS	D10.0	9	State funds reimbursed to date for the fiscal year cited in #36.
45		A-Spare-1	ASP1	I12	9	
46		A-Spare-2	ASP2	A8	9	

RAMIS Reports Generated from an
Illustrative Vocational
Education Facilities
Project File

For each county in the data base, show the

(a) County name.

(b) The project identification number and project name of a vocational-education facilities project.

```
ttable
file vc-fac
list pid and nn
by co by con
end
```

NUMBER OF RECORDS IN TABLE= 3 LINES= 3

PAGE 1

COUNTY	COUNTY-NAME	LIST	PROJECT-ID	PROJECT-NAME
04	CAMDEN COUNTY	1	043001	CAMDEN VOC-TECH SCHOOL EXPANSION PROGRAM
12	MIDDLESEX COUNTY	1	122001	MIDDLESEX COUNTY VOC-TECH CONSTRUCTION PROJECT
20	UNION COUNTY	1	201001	LINDEN CITY VOC-TECH SCHOOL ADDED CAPACITY PROGRAM

For each LEA in the data base, show the

(a) LEA name.

(b) Vocational-education demand by program.

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end
```

NUMBER OF RECORDS IN TABLE= 7 LINES= 7

PAGE 1

COUNTY	LEA	LEA-NAME	L-VE-PROG	LIST	VE-PROG-PUP
04	040140	CAMDEN COUNTY VOCATIONAL SCHOOL	[illegible]	1	176
			OCCP	2	[illegible]
			TECH	3	205
12	120126	MIDDLESEX COUNTY VOCATIONAL SCHOOL	[illegible]	1	[illegible]
			TECH	2	275
			VIED	3	[illegible]
20	200122	LINDEN CITY AREA VOCATIONAL-TECHNICAL SCHOOL	VIED	1	[illegible]

For each LEA in the data base show by year:

(a) Total LEA enrollment.

(b) Total LEA capacity.

(c) Vocational-education enrollment for the LEA.

(d) Vocational-education capacity for the LEA.

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NUMBER OF RECORDS IN TABLE= 18 LINES= 18

PAGE 1

LEA	YEAR	TOTAL-ENROLL	TOTAL-CAPACT	VE-ENROLL	VE-CAPACITY
040140	1971	972	1000	972	1000
	1972	1132	1000	1132	1000
	1973	1295	1200	1295	1200
	1974	1378	1300	1378	1300
	1975	1450	1800	1450	1800
	1976	1520	1900	1520	1900
120126	1971	1152	700	1152	700
	1972	1152	700	1152	700
	1973	1152	700	1152	700
	1974	1355	700	1355	700
	1975	1604	1450	1604	1450
	1976	1745	2000	1745	2000
200122	1971	7974	8000	58	75
	1972	8000	8000	58	75
	1973	8500	8125	320	125
	1974	8600	8125	404	125
	1975	8700	8300	442	300
	1976	8800	9000	491	750

For each project in the data base, show

(a) The acreage of the site involved in the project.

(b) The type of school involved.

(c) The project activity type.

(d) The total square feet of the school involved in the project.

(e) The total eligible square feet.

```
table
file ve-fac
list a and s and act and tsft and esft
by co by  l by pid
end
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 NUMBER OF RECORDS IN TABLE=      3  LINES=      3
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PAGE 1

COUNTY	LEA	PROJECT-ID	LIST	ACRES	SCHOOL-TYPE	ACTIVITY	TOTAL-SQ-FT	[illegible]-SQ-FT
04	040140	043001	1	1.75	AVTS	REMOD	9000	8000
12	120126	122001	1	5.05	AVTS	NEWCON	20000	17500
20	200122	201001	1	2.33	DCHS	NEWCON	10000	6000

For each project in the data base, show by LEA and by eligible category:

(a) The original reimbursable obligations (eligible only).

(b) The original local obligations (eligible and (ineligible).

(c) The current reimbursable obligations.

(d) The total cost of the project.

Also, for each project in the data base, show the totals for each of (a), (b), (c), and (d) above.

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write orobl and olobl and currobl and amt and sub-total
by pid by l by ec
end
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NUMBER OF RECORDS IN TABLE= 13 LINES= 13

PAGE 1

PROJECT-ID	LEA	ELIG-CAT	ORIG-REIM-OB	ORIG-LOC-OBL	CUR-REIM-OBL	TOTAL-AMT
043001	040140	CONS	910,000.	0.	910,000.	960,000.
		EQUP	35,000.	0.	35,000.	60,000.
		REHB	80,000.	75,000.	98,396.	125,396.
*TOTAL			1,025,000.	75,000.	1,043,396.	1,145,396.
122001	120126	ARCH	50,000.	100,000.	60,000.	200,000.
		CONS	2,635,000.	730,000.	3,575,000.	4,000,000.
		EQUP	150,000.	100,000.	200,000.	350,000.
		PLAN	150,000.	10,000.	150,000.	175,000.
		SITE	515,000.	560,000.	515,000.	1,275,000.
*TOTAL			3,500,000.	1,500,000.	4,500,000.	6,000,000.
201001	200122	ARCH	50,000.	40,000.	50,000.	100,000.
		CONS	750,000.	1,200,000.	1,000,000.	2,270,000.
		EQUP	90,000.	150,000.	90,000.	250,000.
		PLAN	10,000.	10,000.	10,000.	30,000.
		SITE	100,000.	350,000.	100,000.	500,000.
*TOTAL			1,000,000.	1,750,000.	1,250,000.	3,150,000.
TOTAL			5,525,000.	3,325,000.	6,793,396.	10,295,396.

For each project in the data base, how much, if any, have current reimbursable obligations increased over the original reimbursable obligations. Also, for each project in the data base, what is the current local obligation.

```
-define
file ve-fac
obl-increase/d10.0=currobl-orobl
curr-loc-obl/d10.0=amt-currobl
end
-table
table
file ve-fac
write obl-increase and curr-loc-obl
by pid
end
```

NUMBER OF RECORDS IN TABLE= 13 LINES= 3

PAGE 1

PROJECT-ID	OBL-INCREASE	CURR-LOC-OBL
043001	18,396.	102,000.
122001	1,000,000.	1,500,000.
201001	250,000.	1,900,000.

1. For each project in the data base:

   (a) How much funds by source are the actual or estimated reimbursable obligations by reimbursement category by fiscal year, starting with the first fiscal year for which funds are obligated and/or allocations estimated.

   (b) How much reimbursement by source received to date by fiscal year.

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ttable
file vc-fac
write fobl and sobl and frrcv and srrcv and sub-total
by co by l by pid by fy
if fy is 1971
end
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NUMBER OF RECORDS IN TABLE= 9 LINES= 3

PAGE 1

COUNTY	LEA	PROJECT-ID	FEDERAL-YEAR	F-REIMB-OBL	S-REIMB-OBL	F-REIMB-RCV	S-REIMB-RCV
04	040140	043001	1971	72,198.	71,198.	16,698.	23,000.
*TOTAL				72,198.	71,198.	16,698.	23,000.
12	120126	122001	1971	80,000.	80,000.	80,000.	77,500.
*TOTAL				80,000.	80,000.	80,000.	77,500.
20	200122	201001	1971	80,000.	80,000.	80,000.	79,000.
*TOTAL				80,000.	80,000.	80,000.	79,000.
TOTAL				232,198.	231,198.	176,698.	179,500.

For fiscal year 1971, what are the reimbursable obligations by source by project, and how much reimbursement by source by project has been paid (received). Also, for fiscal year 1971, what are the total reimbursable obligations by source and the total reimbursements by source paid?

file vc-fac
write fobl and sobl and frrev and srrev
by co by l by pid by cat by fy
end

NUMBER OF RECORDS IN TABLE= 24 LINES= 24

PAGE 1

COUNTY	LEA	PROJECT-ID	CATEGORY	FISCAL-YEAR	F-REIMB-OBL	S-REIMB-OBL	F-REIMB-RCV	S-REIMB-RCV
04	040140	043001	AENG	1971	12,500.	12,500.	4,000.	5,000
			CONS	1972	30,000.	37,000.	11,000.	18,000
				1973	250,000.	250,000.	0.	0
				1974	150,000.	150,000.	0.	0
			EQUP	1974	25,000.	25,000.	0.	0
			REMD	1971	21,500.	21,500.	7,000.	0
				1972	12,500.	12,500.	0.	0
				1973	12,500.	12,500.	0.	0
12	120126	122001	AENG	1971	30,000.	30,000.	30,000.	30,000
			CONS	1972	500,000.	500,000.	0.	0
				1973	500,000.	500,000.	0.	0
				1974	370,000.	370,000.	0.	0
			EQUP	1975	50,000.	50,000.	0.	0
				1976	50,000.	50,000.	0.	0
			PLAN	1971	40,000.	40,000.	13,000.	40,000
			SITE	1971	10,000.	10,000.	10,000.	7,500
20	200122	201001	AENG	1971	25,000.	25,000.	25,000.	25,000
			CONS	1972	125,000.	125,000.	0.	0
				1973	125,000.	125,000.	0.	0
				1974	250,000.	250,000.	0.	0
			EQUP	1974	10,000.	10,000.	0.	0
				1975	35,000.	35,000.	0.	0
			PLAN	1971	5,000.	5,000.	5,000.	5,000
			SITE	1971	50,000.	50,000.	50,000.	50,000

2. For each project in the data base:

   (a) How much are the total reimbursable obligations, the total reimbursement payments received to date, and the total reimbursable balance, each by fiscal year?

   (b) Over the life of the project, what are the total reimbursable obligations, the total reimbursement received, and the total balance?

3. For all vocational-education facilities projects, what are the total reimbursable obligations, reimbursement payments made, and the balance to be paid?

```
tdefine
file ve-fac
obl/d10.0=fobl+sobl
rcv/d10.0=frrcv+srrcv
bal/d10.0=obl-rcy
end
ttable
file ve-fac
write obl and rcv and bal and sub-total by pid by fy
end
```

NUMBER OF RECORDS IN TABLE= 24 LINES= 15

PAGE 1

PROJECT-ID	FISCAL-YEAR	OBL	RCV	BAL
043001	1971	143,396.	39,698.	103,698.
	1972	525,000.	0.	525,000.
	1973	325,000.	0.	325,000.
	1974	50,000.	0.	50,000.
*TOTAL		1,043,396.	39,698.	1,003,698.
122001	1971	160,000.	157,500.	2,500.
	1972	1,000,000.	0.	1,000,000.
	1973	1,000,000.	0.	1,000,000.
	1974	1,140,000.	0.	1,140,000.
	1975	100,000.	0.	100,000.
	1976	100,000.	0.	100,000.
*TOTAL		3,500,000.	157,500.	3,342,500.
201001	1971	160,000.	159,000.	1,000.
	1972	250,000.	0.	250,000.
	1973	250,000.	0.	250,000.
	1974	520,000.	0.	520,000.
	1975	70,000.	0.	70,000.
*TOTAL		1,250,000.	159,000.	1,091,000.
TOTAL		5,793,396.	356,198.	5,437,198.